

IDAHO DEPARTMENT OF EDUCATION

EDUCATOR SUPPLY AND DEMAND IN IDAHO

21st ANNUAL REPORT

October 2007



Mr. Tom Luna

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Idaho State Department of Education

FOREWARD

The *Educator Supply and Demand in Idaho* is an annual review of information concerning employment variables in Idaho. The data represented herein addresses types of vacancies, numbers of applicants, hard-to-fill positions, the age of the educational work force, and other factors.

The State Department of Education publishes this information to assist in recruitment efforts by local schools, program planning for Idaho colleges and as a career opportunity resource for potential teachers. Idaho competes for quality teachers across the United States, and other states actively recruit Idaho's graduates. This report provides a useful look at the present status and an important look at the critical emerging factors in teacher preparation and placement.

The strength in public education rests with quality teachers and administrators. To that end, I encourage a review of the information provided in this document. Thank you to all the public school and college educators who responded to the annual *Educator Supply and Demand in Idaho* survey.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tom Luna', with a long horizontal flourish extending to the right.

Tom Luna
Superintendent of Public Instruction

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I. EDUCATOR SUPPLY AND DEMAND IN IDAHO

Note: All tables are located following page 27 of this document.

Data for the 2006-2007 edition of the *Educator Supply and Demand in Idaho* report was provided by:

- 101 of the 114 school districts in the State of Idaho
- 13 of Idaho's 24 charter schools;
- all 7 of Idaho's teacher preparation colleges and universities;
- the 2006-2007 *Alternative Certification Numbers* compiled by the Office of Certification/Professional Standards;
- the Idaho State Department of Education's *Annual Statistical Report 2006-2007*; and,
- information obtained from the 2006-2007 Idaho Basic Education Data System (IBEDS) maintained by the Idaho State Department of Education.

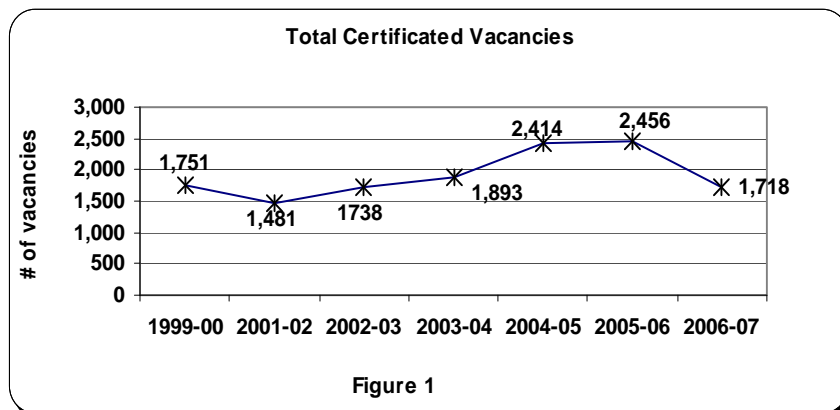
The resulting report is an attempt to compile current information showing trends and projections pertinent to the supply and demand of certificated educators in Idaho.

There is a gap in the information listed in all tables, graphs, and charts for the 2000-2001 school year. This is due to the fact that the MOST group, a committee that served in an advisory capacity to the State Board of Education during that time, conducted a different supply/demand survey. Because of their survey, the *Educator Supply and Demand in Idaho* survey was not compiled in 2000-2001 to avoid duplicating reporting demands imposed on district administrators. It is also important to note that when comparing numbers from previous surveys, two of Idaho's largest school districts did not supply information for the 2001-2002 survey.

Please note this year's report is late due to retirements and change of personnel in the Office of Teacher Certification/Professional Standards. The numbers are going to be different because thirteen school districts and 11 charter schools did not report this year.

A. ANNUAL VACANCY TRENDS

For the 2006-2007 school year, reporting districts filled or eliminated a total of 1,718 positions in all certificated areas compared with 2,456 vacancies for the 2005-2006 school year. Comparable information about vacancies since the 1999-2000 school year is shown in **Figure 1**.



B. NUMBER OF APPLICANTS PER VACANCY

Local school districts reported that 8,599 applications were received during the 2006-2007 school year to fill the 1,718 vacancies. This averages out to be 5.0 applications per certificated vacancy.

Statistics indicate that the average number of applicants per position declined between the 1997-98 and the 2001-02 school years. However, the average number of applicants began to rise in 2002-03 and has remained relatively constant over the last four years as seen in **Figure 2**.

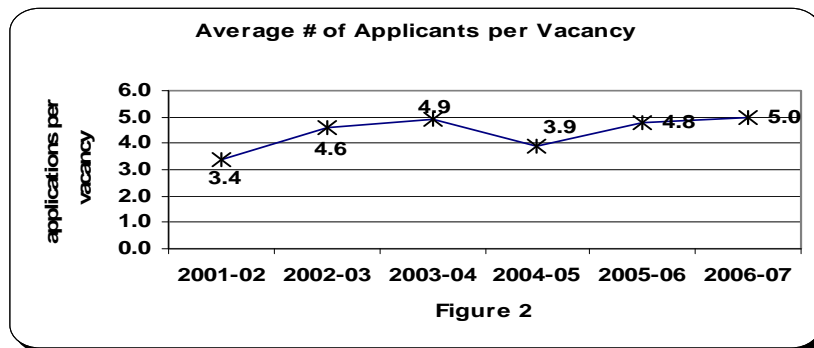
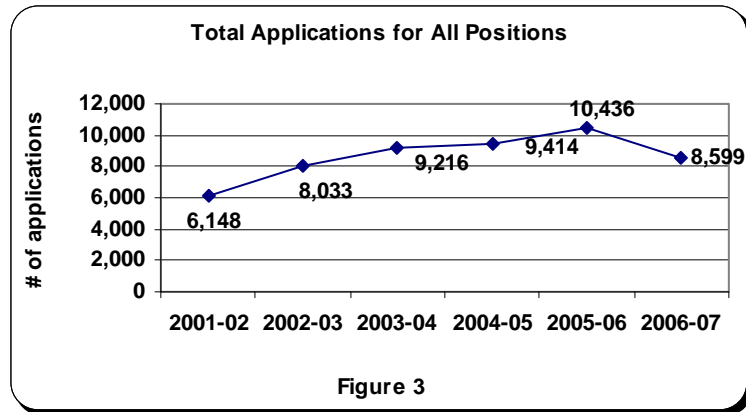


Table 1-A in the back of this report provides detailed information about vacancies by subject area, the number of applicants by subject area, and the average number of applicants per subject area. **Table 1-B** shows detailed data about the number of positions that have been eliminated statewide over the last five years. Note that **128** positions have been eliminated over the last three years.

Previous Supply and Demand surveys have shown that the total number of applicants has fluctuated from a high of 12,591 in 1996-97 to a low of 6,148 for the 2001-2002 school year. **Figure 3** (next page) shows the number of applicants has been steadily climbing from the 2001-2002 school year to the 2005-2006 school year and then decreased in the 2006-2007 school year. This is an area that must be watched closely in the future if Idaho is to maintain a quality teaching corps.

Another issue to take into consideration when viewing total number of applicants is the issue of in-district transfers. Often districts will report a vacant position but will report only one applicant because they transfer someone from within their district to this position. Of the vacancies reported for 2006-2007, **140** were actually filled by shifting personnel from within the district. This number has declined the last two years from a high of 490.5 in 2004-2005. Transfers will continue to be utilized to handle downsizing through attrition as much as possible rather than through reduction-in-force policies.



Of the various categories of vacancies, **Figure 4** shows the eight areas that have the highest and lowest ratios of applicants to job categories. Based simply on the number of applicants for each position, these would be the categories rated the easiest and the most difficult to fill.

8 Positions with the Greatest # of Applications per Vacancy

(at least 10 vacancies)

Subject Area	Number of Applicants	Number of Vacancies	Average # of Applicants per Position
Economics	126	3	42.00
Health	159	4	39.75
History	203	10.5	19.33
Chemistry	58	4.5	12.89
Physical Education	353	29.1	12.13
Social Studies	528	52	10.15
Speech/Drama	30	3	10.00
Art	130	17	7.65

8 Positions with the Least # of Applications per Vacancy

(at least 10 vacancies)

Subject Area	Number of Applicants	Number of Vacancies	Average # of Applicants per Position
Speech/Language Pathology	28	23	1.22
Reading	40	28	1.43
Standard Exceptional Child	339	156	2.17
School Nurse	31	13.5	2.30
Agriculture Science & Technology	36	15	2.40
Early Child/Early Child Sp. Ed Blended	99	36	2.75
Technology Education (industrial arts)	59	21	2.81
Gifted & Talented	10	3.5	2.86

Figure 4

C. SOURCES OF APPLICANTS FOR CERTIFICATED VACANCIES

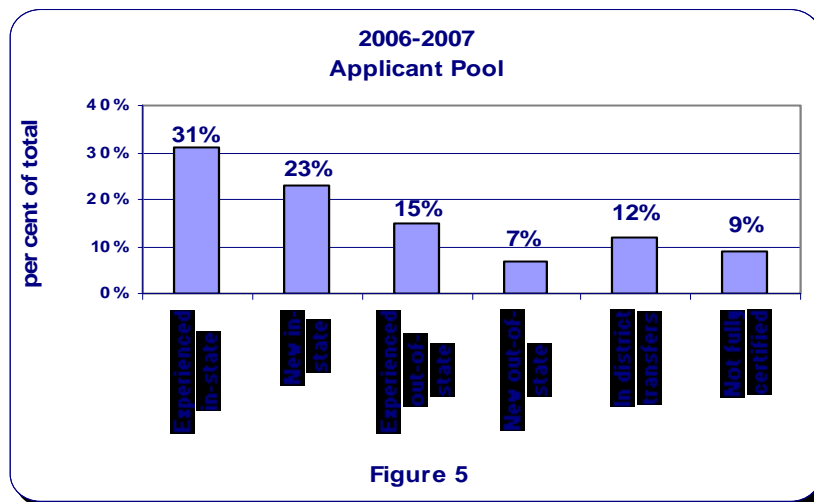
On the year-end survey, districts are asked to provide information about the sources from which people have been hired to fill district vacancies. These sources are listed in five different categories:

1. Experienced Idaho educators;
2. Experienced out-of-state educators;
3. New Idaho educators;
4. New out-of-state educators; and,
5. Others, including:
 - a) In-district transfers;
 - b) Those with some form of alternative/emergency certification; and,
 - c) Positions that have been eliminated.

The 1,718 vacancies for 2006-2007 were filled by:

- 531.8 experienced Idaho teachers
- 259.0 experienced out-of-state teachers
- 377.0 new Idaho teachers
- 124.0 new out-of-state teachers
- 152.5 employees with some form of alternative certification
- 212.5 intra-district transfers
- 18.5 positions were eliminated.
- Apparently a number of positions were not filled.

The applicant pool is broken down by percentages in **Figure 5. Table 1-C** in the back of this book provides detailed information about the subject areas with the most vacancies.



D. EDUCATOR ETHNICITY

As shown in **Figure 6**, the vast majority of Idaho's educators are Caucasian. Based on the Idaho Department of Education's ***Annual Statistical Report, 2006-2007***, the remaining percentage of the certificated educator work force includes Hispanics, African-Americans, Native Americans, and Asians. A comparison of the ethnic representation between 2001 and 2007 shows a relatively stable percentage for each group. **Figure 12** (page 7) shows total number of teachers in state of Idaho for 2006-2007.

ETHNICITY OF IDAHO EDUCATORS (% of total)

Year	Total # of educators (actual count)	White	Black	Hispanic	Asian or Pacific Islander	Native American	Total %
2001-02	18,207	97.98	0.10	1.08	0.58	0.26	100.00
2002-03	17,938	97.99	0.11	1.10	0.56	0.24	100.00
2003-04	17,804	98.00	0.10	1.15	0.51	0.24	100.00
2004-05	18,078	98.00	0.08	1.18	0.52	0.22	100.00
2005-06	18,766	97.88	0.09	1.29	0.51	0.23	100.00
2006-07	17,186	97.95	0.07	1.28	0.47	0.23	100.00

Figure 6

E. STUDENT ETHNICITY

Caucasian students continue to make up the majority of students in Idaho's public schools. **Figure 7** shows the different percentages for each ethnic group. Again, using the Idaho Department of Education's ***Annual Statistical Report, 2005-2006***, the remaining percentage is comprised of Hispanics, African-Americans, Native Americans, and Asian students. A comparison of ethnic representation in the student population between 2001 and 2007 shows a relatively stable percentage for each group with a gradual increase in the total overall minority population.

ETHNICITY OF IDAHO STUDENTS (% of total)

Year	Total # of students	Caucasian	African-American	Hispanic	Asian and Pacific Islander	Native American	Total %
2001-02	246,415	85.34	0.77	11.21	1.33	1.35	100.00
2002-03	248,515	85.89	0.80	10.85	1.24	1.22	100.00
2003-04	252,037	84.06	0.86	12.01	1.47	1.60	100.00
2004-05	no data was entered for 2004-05						
2005-06	256,004	83.45	0.97	12.41	1.54	1.63	100.00
2006-07	267,533	82.31	1.06	13.42	1.61	1.6	100.00

Figure 7

A comparison of the ethnic representation between educators and students reflects a disparity. **Figure 7, *Ethnicity of Idaho Students***, reflects national demographic trends where certain minority groups, especially the Hispanic population, are growing resulting in increases over the last five years in the racial/ethnic diversity of Idaho. This trend does not hold true for Idaho's

educators during the same five-year period, as indicated in Figure 6 (previous page).

F. POSITIONS MOST DIFFICULT TO FILL

Figure 8 shows the relative difficulty of filling certificated positions in Idaho as reported by Idaho's public schools. Districts were asked to rank the difficulty they had in filling a position by using a scale of 1 to 5 with number 1 being "very hard" and number 5 being "very easy." Answers were then collated based on the percentages of those job areas where at least ten (10) districts reported having a vacancy in that specific subject area and the number who reported that area as being hard/very hard or easy/very easy to fill.

10 POSITIONS MOST DIFFICULT TO FILL				5 POSITIONS LEAST DIFFICULT TO FILL			
Position	# of districts rating a #1 or a #2 (hard to fill or very hard to fill)	# of districts reporting a vacancy in this job area	percent rank	Position	# of districts rating a #1 or a #2 (hard to fill or very hard to fill)	# of districts reporting a vacancy in this job area	percent rank
Spch Pathologist	12	15	80%	Media Generalis	3	10	30%
ECE/ECSE Blended	18	23	78%	Sp. Ed. Director	4	10	40%
Music	25	32	78%	Ag. Sci. & Tech.	6	12	50%
ENL (ESL)	14	20	70%	Earth Science	6	14	43%
Spec Ed Teacher	28	40	70%	Art	7	15	47%
Family Cons Sci	13	20	65%				
Counselor	15	26	58%				
Foreign Language	12	22	55%				
Math	27	50	54%				
English	19	46	41%				

Figure 8

The list of "hard to fill" positions doesn't change much from year to year. The relative positions will change some, but endorsements on the list remain relatively constant. In the 2006-07 school year four new endorsements appear on the list. They are Math, English, English as a New Language (ENL formerly ESL) and Counselor.

Figure 9 is a list of the number of districts that reported having fewer than three applications for a particular vacancy.

of Districts Reporting 3 or Fewer Applications for a Position

Math (Standard or Basic)	19	Physical Ed	7	Gifted & Talented	3
St. Exceptional Child	19	Reading	7	Audiology	3
Music	16	School Pscylgist	7	Gifted & Talented	2
Speech Lang. Path.	14	Biological Science	6	Social Worker	2
Standard Elem Teacher	13	Earth Science	6	Superintendent	2
Family Cons. Science	13	Communication	5	Chemnistry	2
English	12	History	5	Bilingual	1
ENL (ESL)	12	Phsyical Science	5	Other: Supervisor	1
Foreign Language	12	Schol Nurse	5	Other Federal Program	1
School Counselor	12	Art	4	Visually Impaired	1
Bus. Education	11	Std. Excep. Child Dir.	4	hearing Imparied	1
ECE/ECSE Blended	10	American Government	4		
Ag. Science	8	Health	3		
Technology Ed	8	Principal	3		
Media Generalist	7	Social Studies	3		

Figure 9

Figure 10 shows a comparison of positions rated “difficult to fill” over the last six years.

POSITIONS RATED MOST DIFFICULT TO FILL (2001-2007)

Rank	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
1	Speech Path.	Music	EC-ECSE	Special Ed.	Special Ed.	Special Ed
2	Special Ed.	ESL	Tech Ed	Math	Math	ECE/ECSE
3	Tech Ed	EC-ECSE	Speech Path.	Music	English	Math
4	EC-ECSE	Speech Path.	Special Ed.	ESL	Music	Speech Path
5	Music	Special Ed.	ESL	Foreign Lang	Speech Path	Music
6	School Psych	Tech Ed	Music	EC-ECSE	Foreign Lang	ENL (ESL)
7	Fam/Cons Sci	Foreign Lang	Foreign Lang	Counselor	ESL	Fam/Cons Sci
8	Foreign Lang	Biology	Counselor	English	Counselor	Foreign Lang
9	Math	School Psych	Math	Speech Path	Schl Psych	School Psych
10	Counselor	Business Ed	English	Spch/Drama	Principal	Eng / Bus Ed.

Figure 10

G. EDUCATOR SALARIES

Salaries are a major concern when it comes to attracting and retaining quality personnel. **Figure 11** (next page) shows the average base salaries for various personnel groups in the State of Idaho.

Average Base Salaries of Idaho Educators

Category of Service	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Dist/Chtr Administration	\$67,111	\$68,101	\$69,507	\$71,335	\$71,702	\$74,969
Building Administration	\$64,436	\$64,942	\$65,601	\$67,004	\$67,735	\$69,825
Student Services	\$44,021	\$44,705	\$45,342	\$46,365	\$46,628	\$48,443
Instructional Services	\$39,174	\$39,784	\$40,111	\$40,864	\$41,150	\$42,798

Figure 11

Source: Annual Statistical Report 2005-06

H. CERTIFICATED EDUCATORS

Figure 12 shows the number of certificated educators in Idaho's work force. The chart reflects a moderate but steady increase from 2001 to 2007.

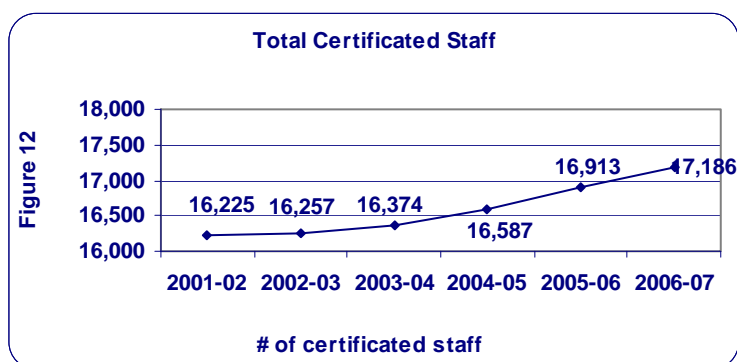


Figure 12

The total of staff members, however, does not indicate much in terms of studying and planning for future attrition trends. One factor to look at is a breakdown of the various age groups to arrive at any conclusions concerning the future supply pool. As Idaho's educators begin to reach retirement age, it is important to know the size of the various age groups in order to predict future needs for attracting and recruiting new educators.

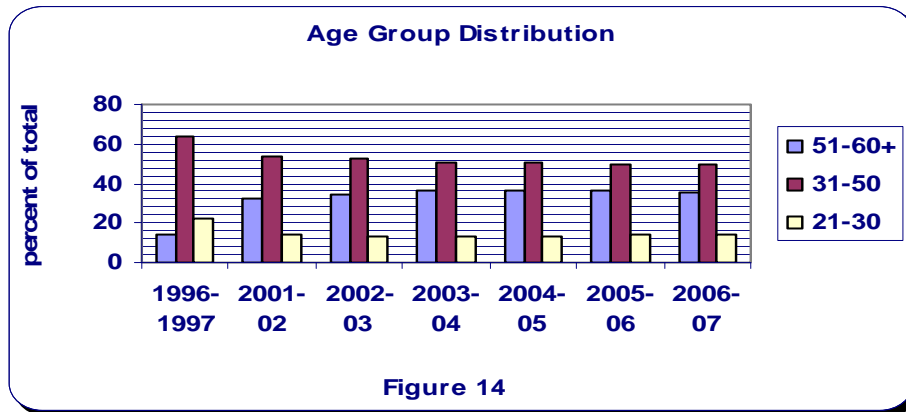
Age Group Distribution of Idaho's Educators (%)

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
ages 21-30	13.82	13.13	12.96	12.93	13.80	14.28
31-40	20.63	21.21	21.44	22.32	22.89	23.31
41-50	32.93	31.02	29.24	27.96	27.23	26.72
51-60	30.06	31.87	33.34	33.22	32.52	31.66
over 60	2.56	2.77	3.02	3.57	3.56	4.03
Total %	100.00	100.00	100.00	100.00	100.00	100.00

Figure 13

Source: Annual Statistical Report 2005-06

Figure 14. Reviewing data from the 1997 Supply and Demand Survey clearly shows the aging populations of today's educators. For example, in 1997 the 51-60+ age group was only 14% of the educator population. That number has grown to 32% in ten years. The 21 – 30 age group indicates an approximate drop of 10% from 22% to 12%. The middle group, 31-50, has dropped in the same ten years from 64% to 50%.



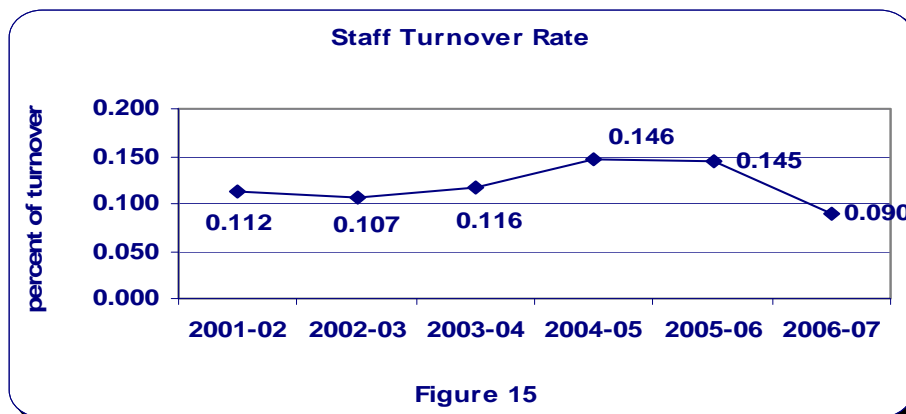
The graph shows the convergence of the two upper age groups and the relative stability of the younger age band since 2002-03.

More detailed numbers, including age groups, the numbers within each group, and the percentage of the total education work force each group comprises, are reported in **Table 1-D** in the back of this manual.

I. TURNOVER RATES

Table 1-E and **Table 1-F** in the back of this manual provide detailed data about certificated staff turnover, including male and female statistics and reasons for turnover.

There were 1,718 vacancies reported from a total education work force of 17,186 for the 2006-2007 school year. If you divide the number of vacancies by the total number of certificated educators employed in the state, you get an annual percentage turnover rate. In other words, this is the total percent of the jobs in the educational field that require new hires each year. When compared over a period of time, this number gives a quick look at what is happening to the overall rate of people moving in and out of Idaho's supply pool. The rates for the last six years run between 9 percent and 15 percent turnover rate. **Figure 15** shows a comparison of the turnover rates for the last six years.



Reasons for attrition in the Idaho education work force are reported annually by school districts. **Figure 16** shows **some** of the reasons given for staff turnover.

REASONS FOR TURNOVER RATE IN IDAHO'S EDUCATOR WORK FORCE

Moving to Another ID. District 2001-02 346 2002-03 188 2003-04 286 2004-05 357 2005-06 367 2006-07 453	Leaving the Profession 2001-02 164 2002-03 101 2003-04 173 2004-05 206 2005-06 165 2006-07 144	Leaving for Personal Reasons 2001-02 337 2002-03 424 2003-04 295 2004-05 356 2005-06 334 2006-07 352	Leaving Due to a Reduction in Force 2001-02 33 2002-03 55 2003-04 46 2004-05 51 2005-06 28 2006-07 24
Leaving Due to the Transfer of Spouse 2001-02 48 2002-03 54 2003-04 60 2004-05 70 2005-06 54 2006-07 49	Retiring 2001-02 169 2002-03 200 2003-04 201 2004-05 241 2005-06 319 2006-07 310	Requesting a Leave of Absence 2001-02 153 2002-03 122 2003-04 122 2004-05 143 2005-06 69 2006-07 102	Death 2001-02 13 2002-03 16 2003-04 11 2004-05 16 2005-06 15 2006-07 13
Moving to Another State 2001-02 189 2002-03 162 2003-04 140 2004-05 136 2005-06 184 2006-07 191	Going Back to School 2001-02 25 2002-03 13 2003-04 24 2004-05 24 2005-06 22 2006-07 24	Leaving Due to a Family Obligation 2001-02 5 2002-03 19 2003-04 21 2004-05 11 2005-06 6 2006-07 6	Early Retirement 2001-02 189 2002-03 236 2003-04 228 2004-05 246 2005-06 237 2006-07 228
Involuntary Terminations 2001-02 76 2002-03 55 2003-04 119 2004-05 136 2005-06 58 2006-07 80			

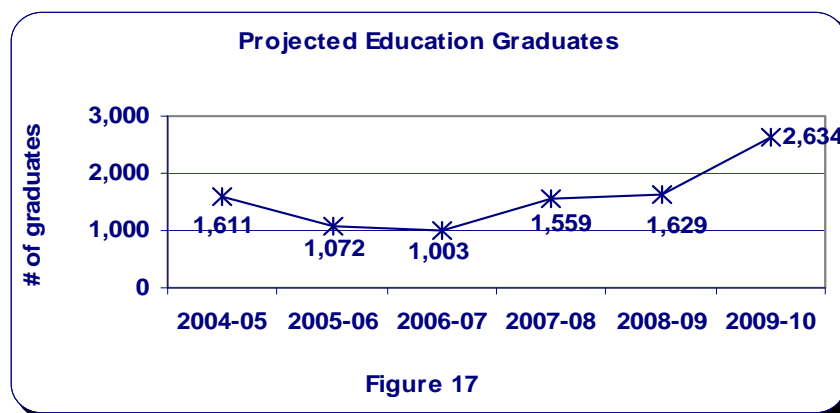
Figure 16

Source: Annual Statistical Report 2005-06

II. EDUCATOR PREPARATION AND CERTIFICATION

A. EDUCATOR PREPARATION IN IDAHO

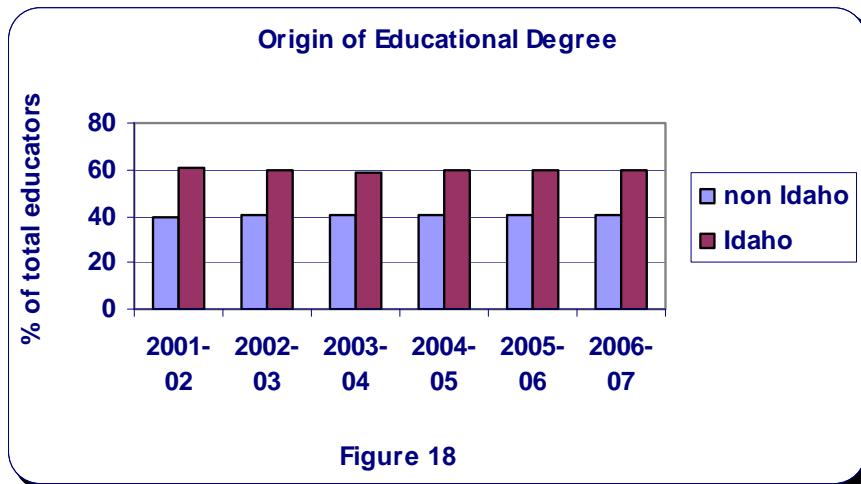
Seven Idaho colleges and universities now provide approved teacher preparation programs. Graduates from these institutions make up a significant portion of the certified educators working in the State of Idaho. Projections of future graduates are made annually and are shown graphically in **Figure 17**. One institution, Idaho State University, did not project numbers beyond 2008, so the numbers for 2008-09 and 2008-10 are not as high as they might be. The addition of BYU-Idaho's graduates and the rise in the number of positions being eliminated by districts will produce good news for school districts from the standpoint of a deeper over-all talent pool; however, from an individual's standpoint, it will also mean more competition for available teaching positions.



More detailed information regarding projected education graduates is included in **Table 1-G** and **Table 1-H** in the back of this manual.

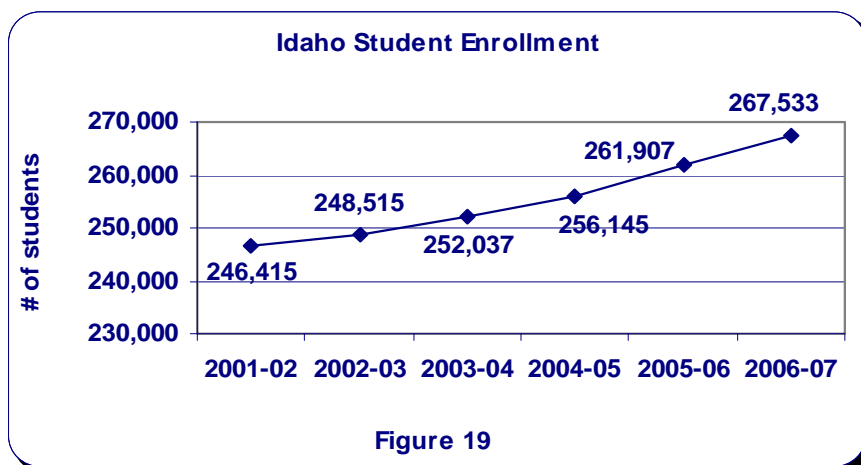
B. ORIGINS OF TRAINING FOR IDAHO EDUCATORS

The majority of certified educators in Idaho's public schools, approximately 60 percent in 2006-2007, received their highest degree from an Idaho college or university. As reported in **Figure 18** (next page), the remaining 40 percent are prepared in other states. It is interesting to note that while there are many who fear an exodus of Idaho's education graduates to other states, the percentage of the State's total education work force that graduate from an Idaho institution is remaining relatively constant.



C. STATEWIDE ENROLLMENT TRENDS

Student enrollment in Idaho's school system grew approximately 1 percent per year from 1990 to 1996. Then in the 1997-98 school year there was a drop in student population. Since then, the State's student population has continued at steady increase.



The following figures reflect over a ten-year period by region the student enrollment trends that have occurred. **Figure 20** shows the six state educational regions with 1996-1997 and 2006-2007 numbers. **Figures 21** through **26** shows by region and district the growth or loss of student population from the 1996-97 school year to the 2006-07 school year.

What these charts reveal is that while Idaho's overall student population has continued its growth pattern, there are pockets of significant growth or loss that continue to create unique problems for those districts that are experiencing fluctuating enrollments. Only two regions, Region 1 and 3, have shown growth. If you review the regional charts it shows that only certain districts within the region had growth while other districts in the region shows a loss of students.

The numbers reflect significant growth in the area known as the Treasure Valley and in the Coeur d'Alene, Post Falls and Rathdrum corridor in the northern part of the State. Other areas of steady growth outside of the two above areas are the White Pine School District in the panhandle of Idaho, Twin Falls School District in South central Idaho, and

Bonneville and Jefferson County School District in the Eastern Idaho. It is interesting to note that the Boise School District, while in the center of all of this growth, is actually losing student count. The charts indicate that those communities linked to natural resources (forestry and mining) are continuing to lose students. Southeast Idaho, region 5, is another area that over 10 years has lost a significant number of students.

With a change in population the questions to be asked are: How do rural schools keep successful programs going with a dwindling population? How do the rural schools meet the mandates that the federal and state government issue with the dwindling population? How can districts work together to meet the needs of their students?

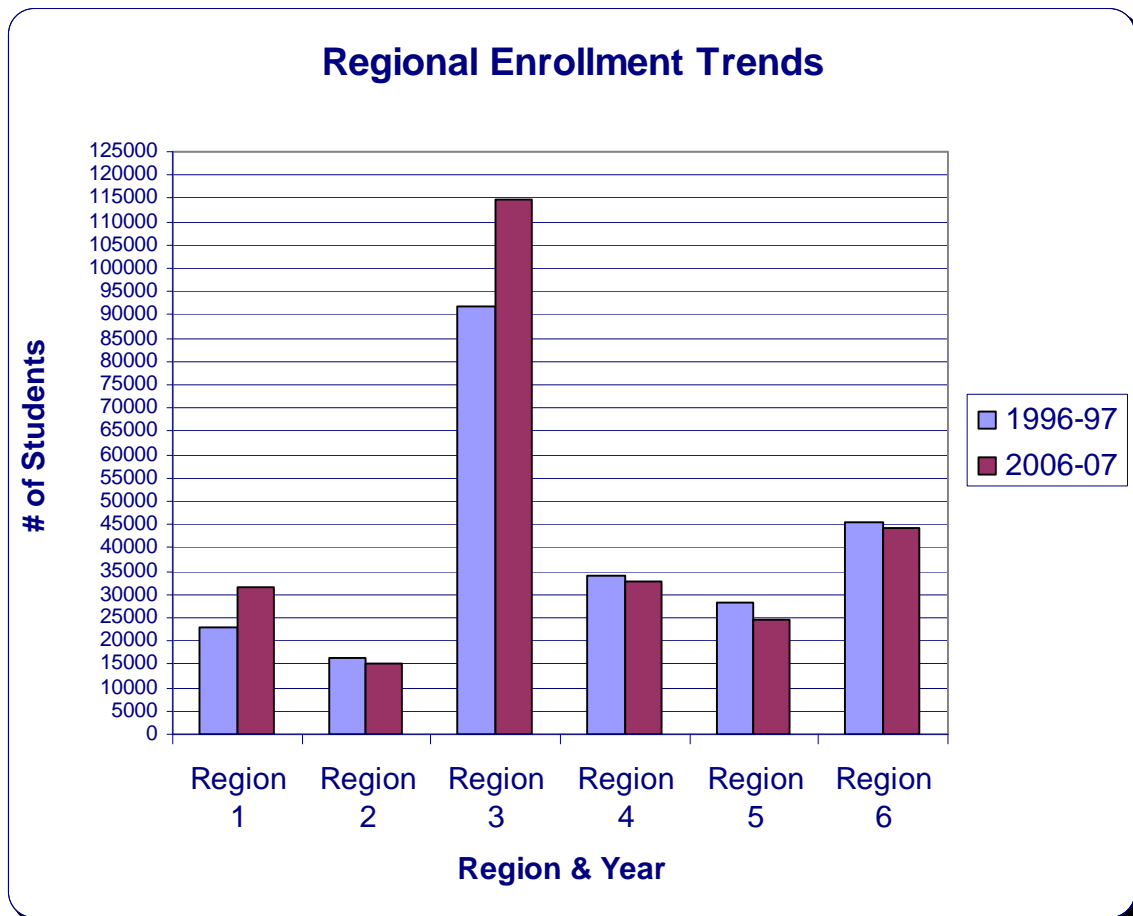


Figure 20

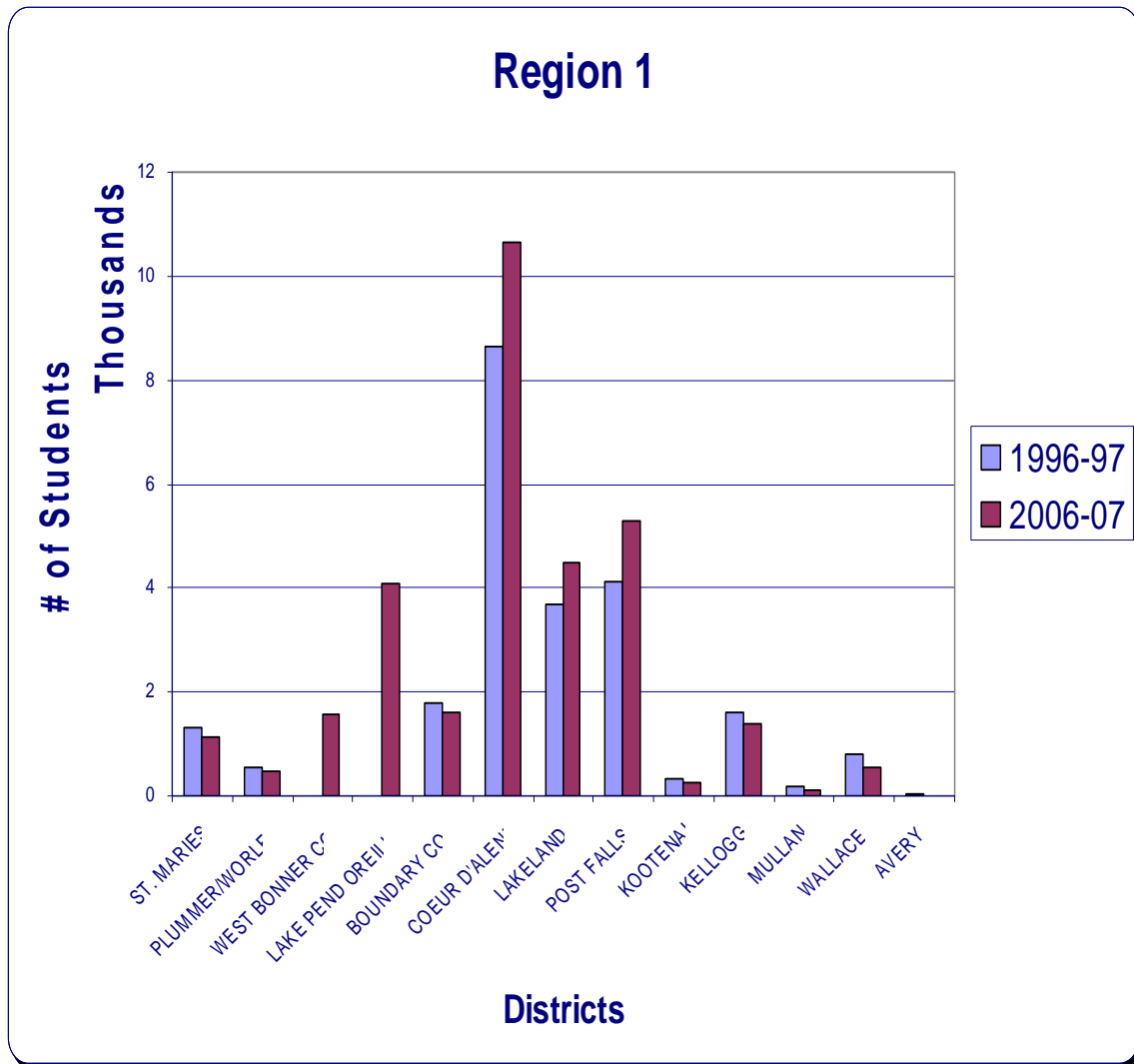


Figure 21

Note: West Bonner County and Lake Pend Oreille school districts divided in 1999-2000.

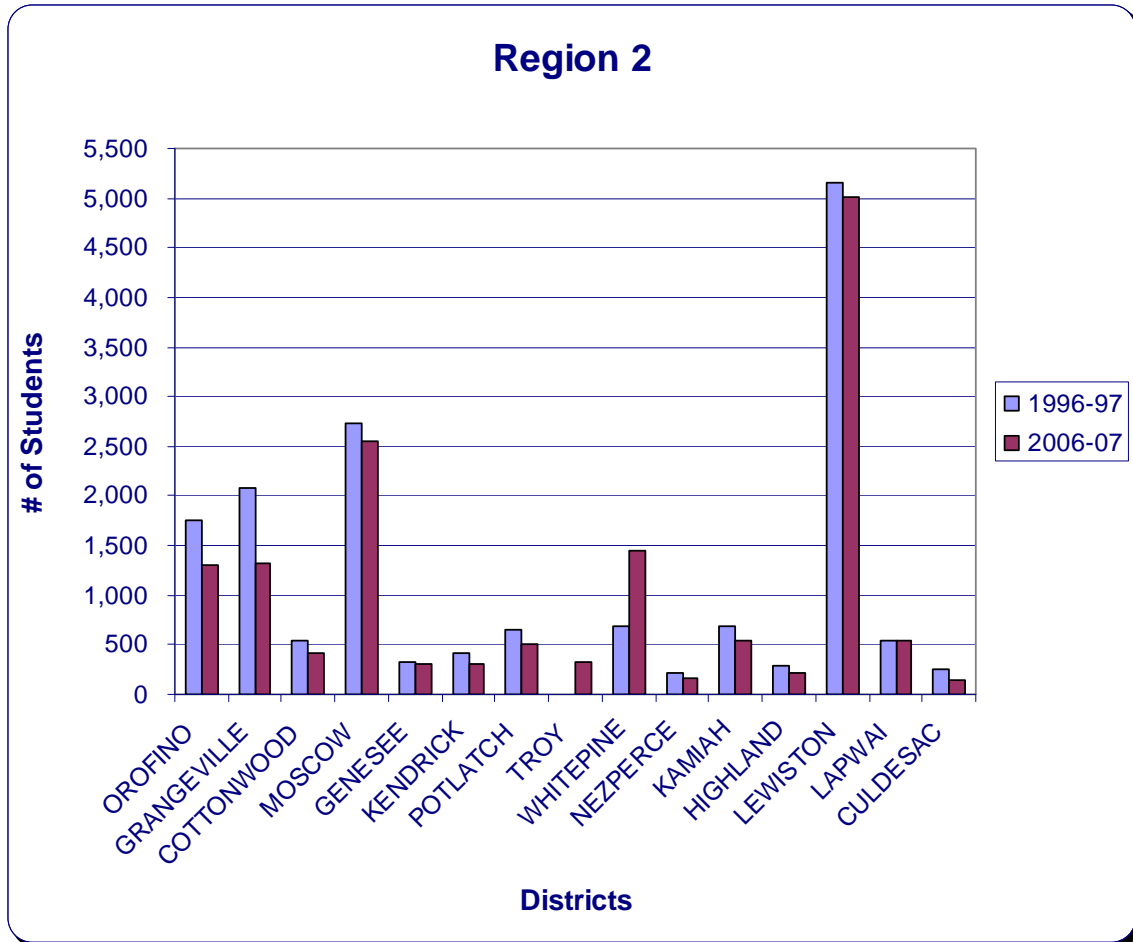


Figure 22

Note: Troy became its own district in 2001-2002.

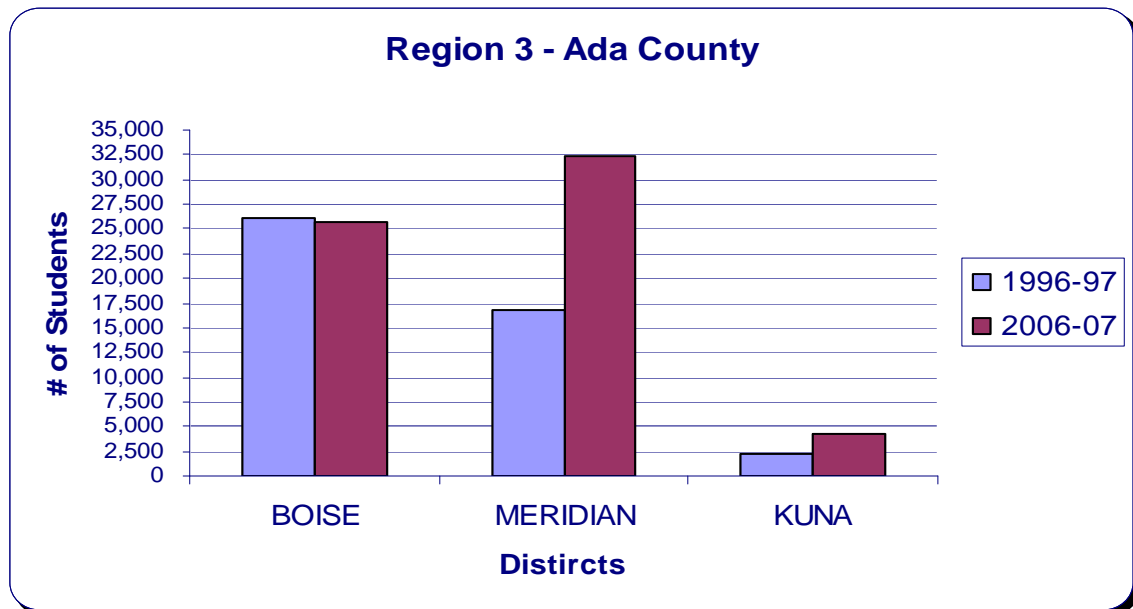


Figure 23 - a

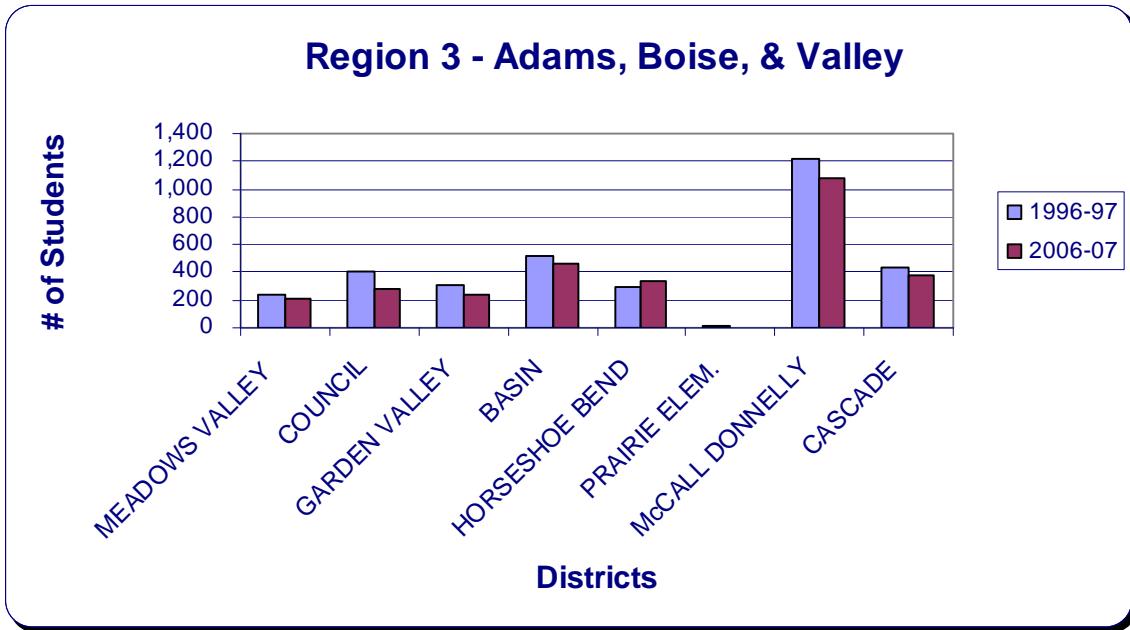


Figure 23 - b

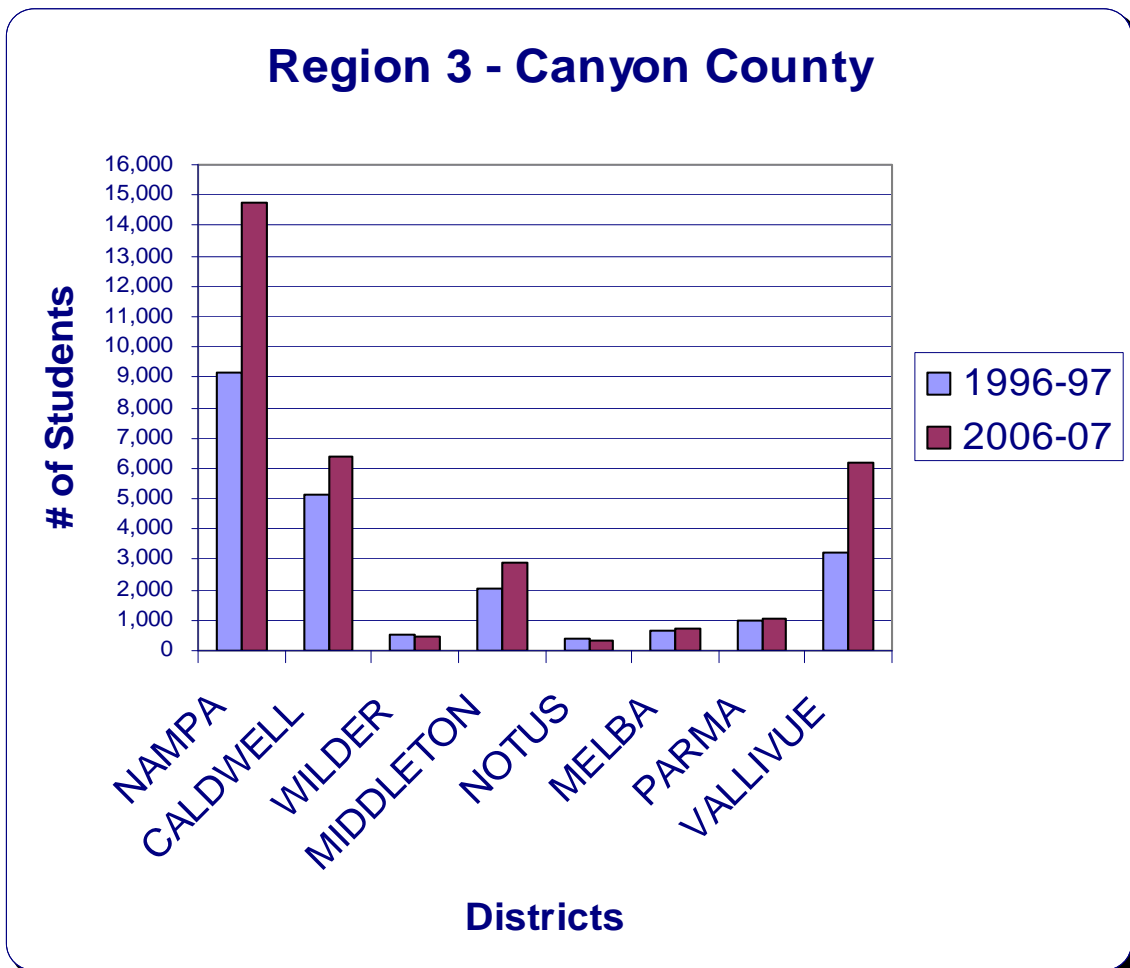


Figure 23 - c

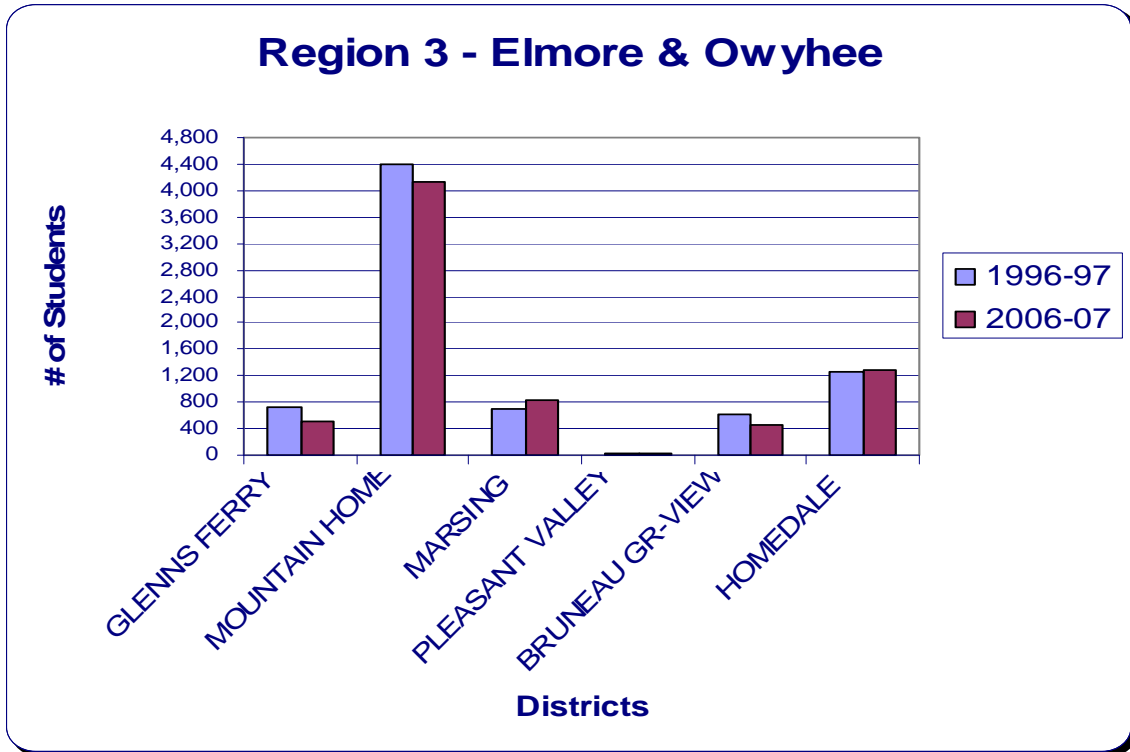


Figure 23 - d

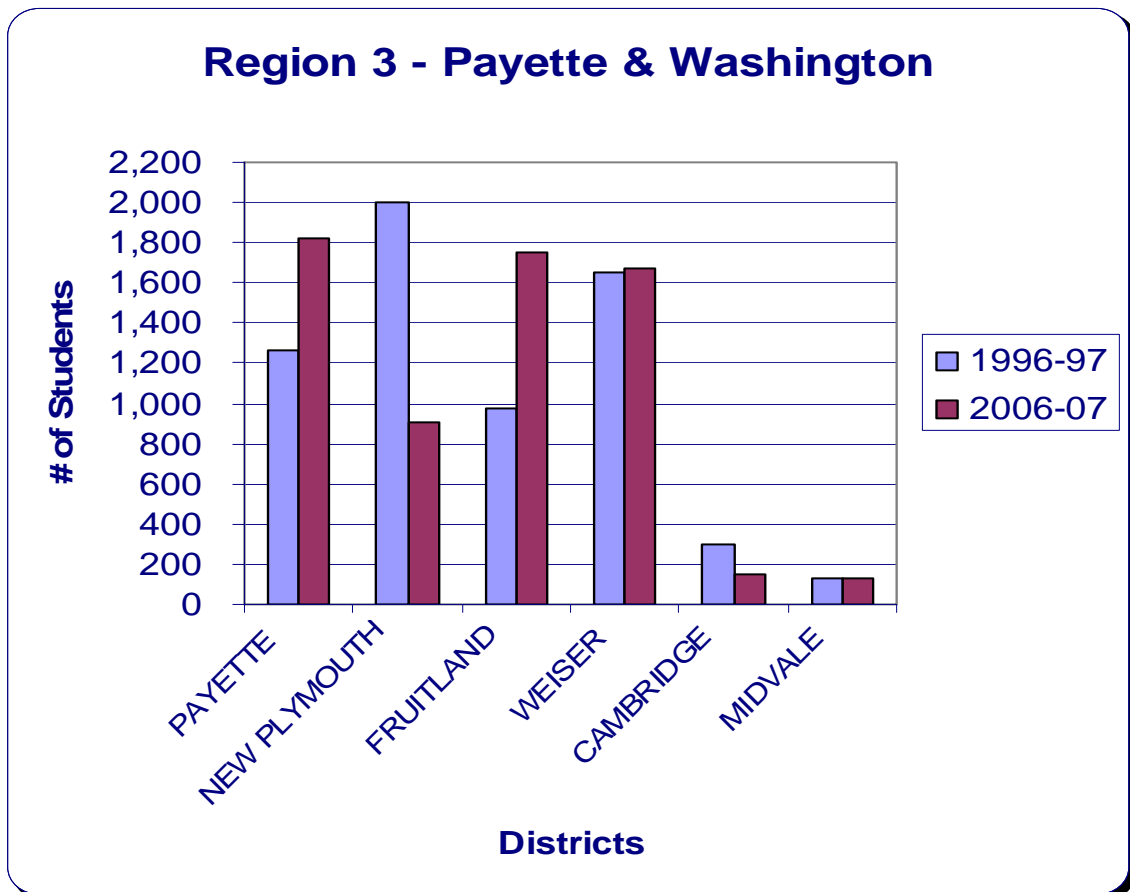


Figure 23 - e

Region 4 - Blaine, Camas, Cassia, Shoshone & Minidoka

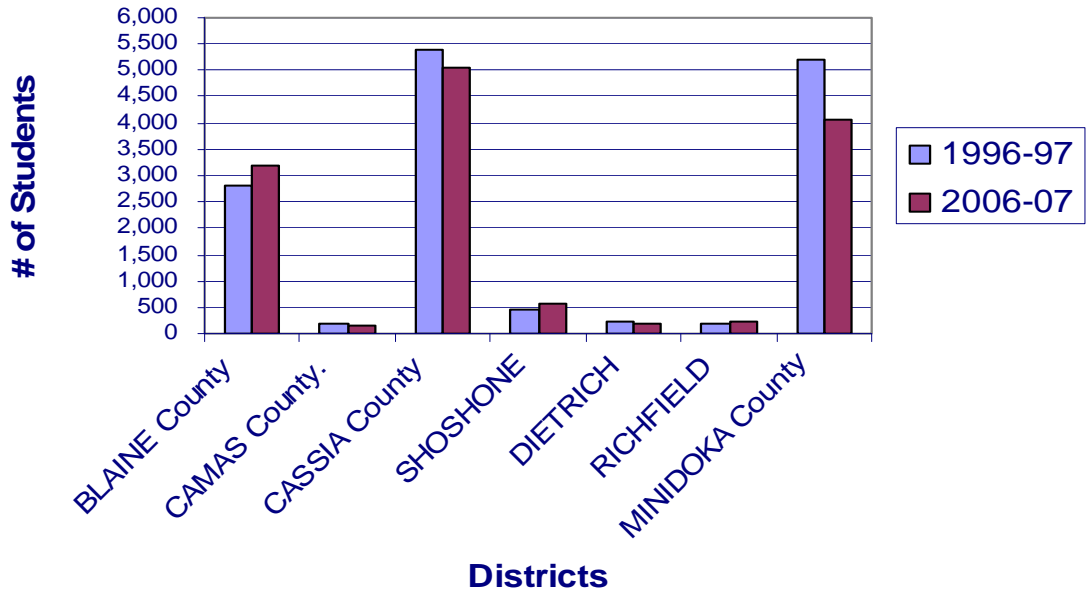


Figure 24 - a

Region 4 - Gooding, Jerome & Twin Falls

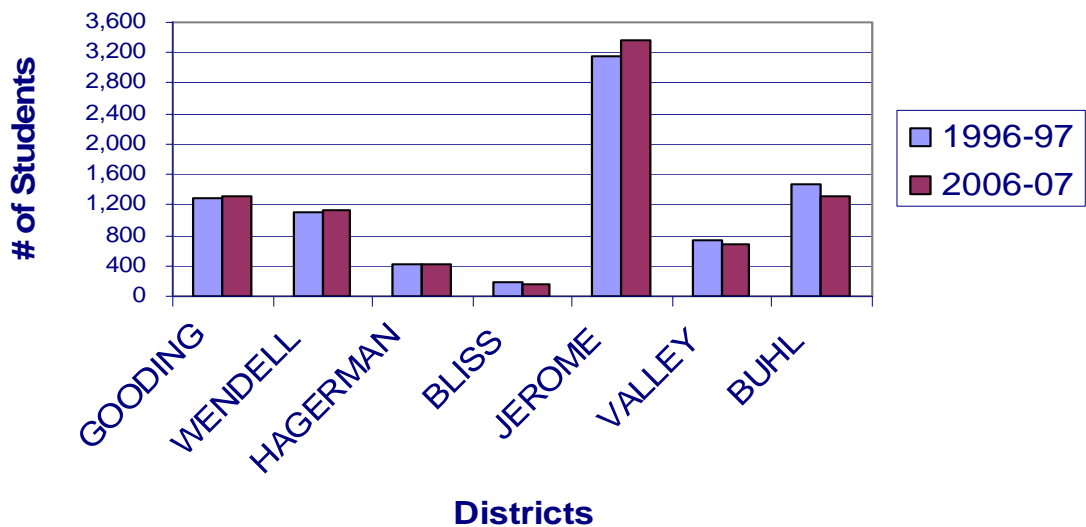


Figure 24 - b

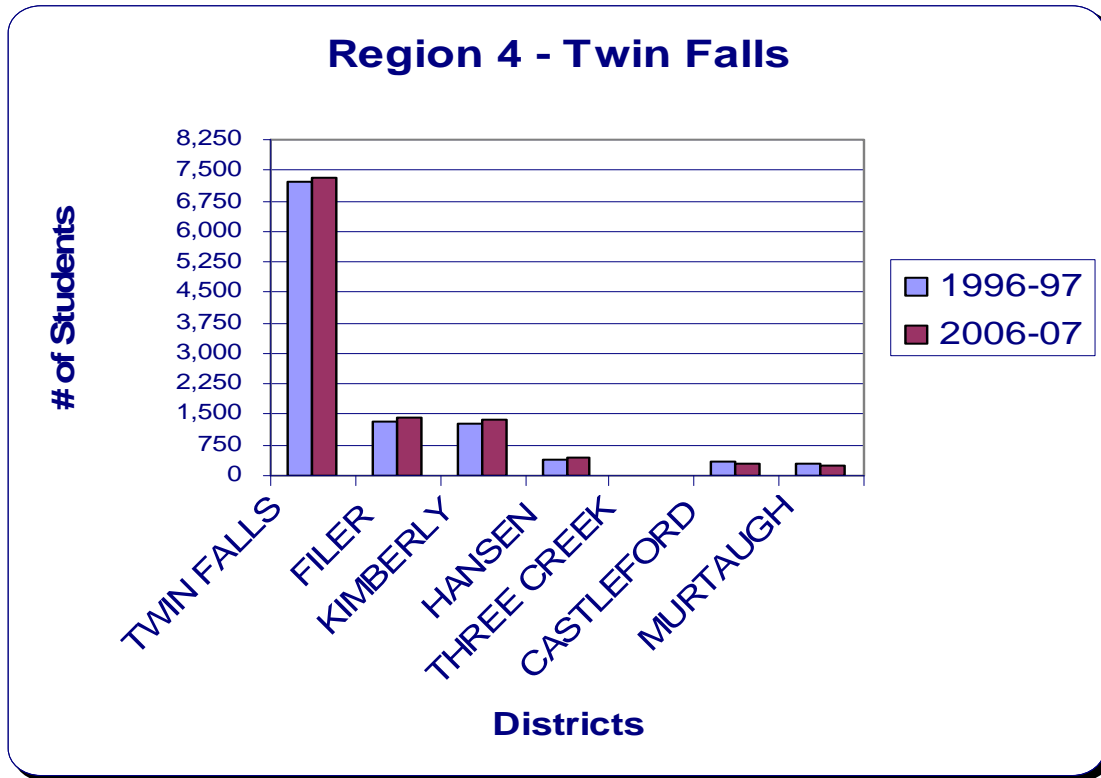


Figure 24 - c

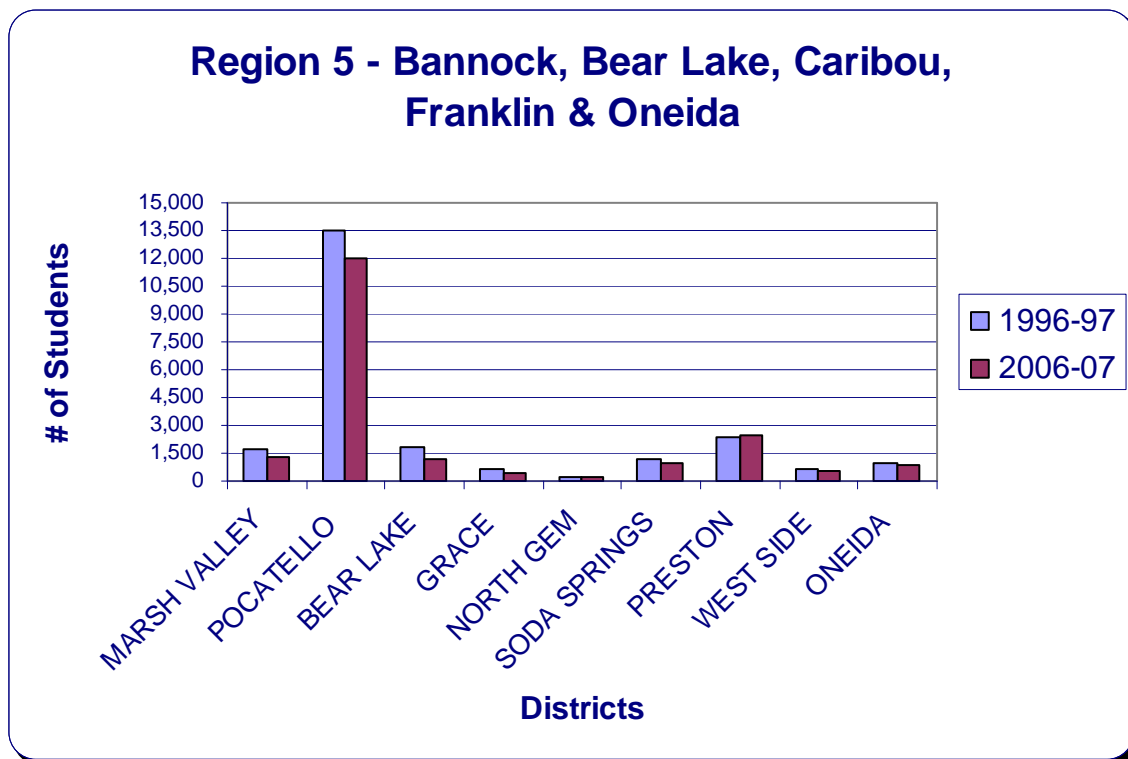


Figure 25 – a

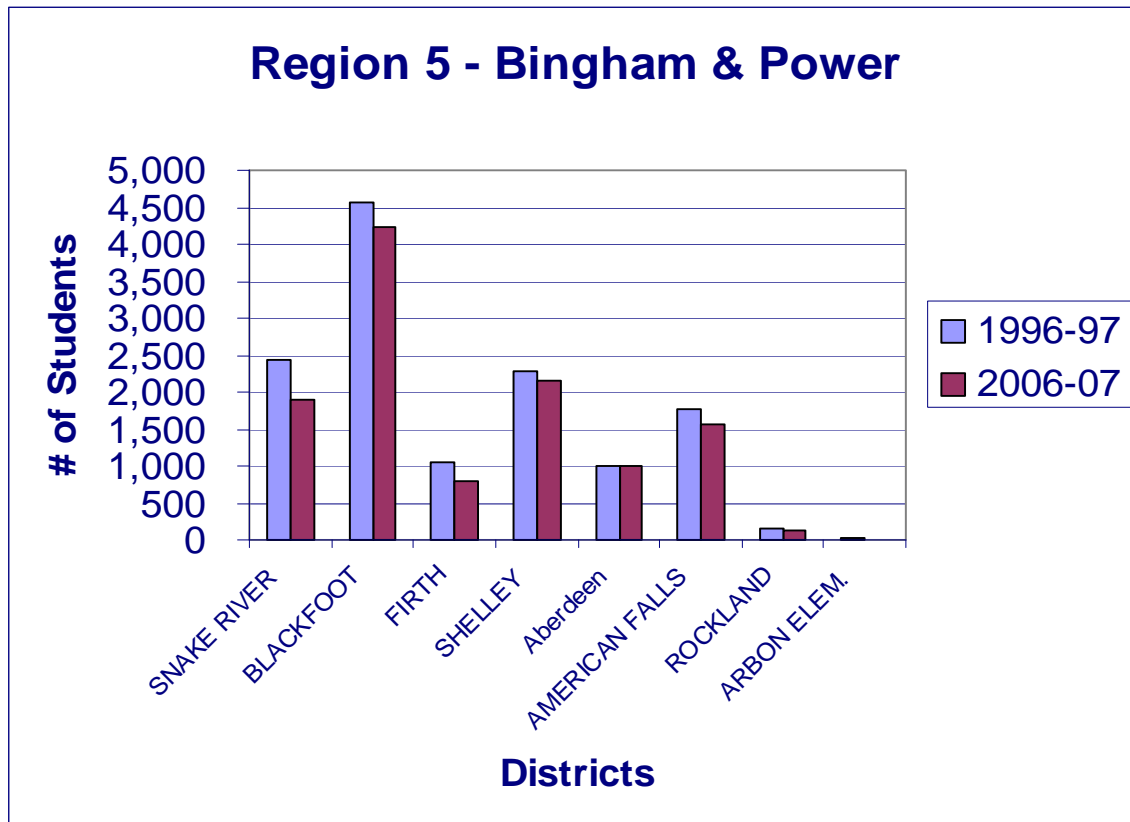


Figure 25 – b

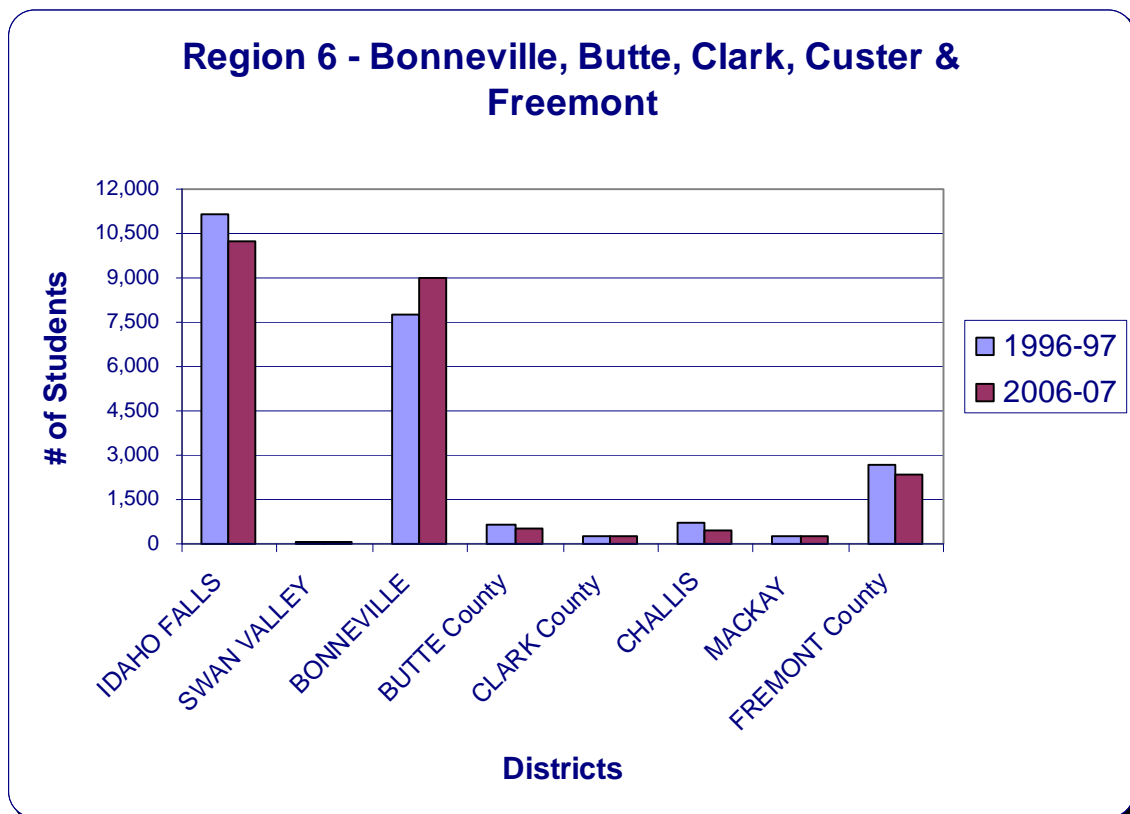


Figure 26 - a

Region 6 - Jefferson, Lemhi, Madison & Teton

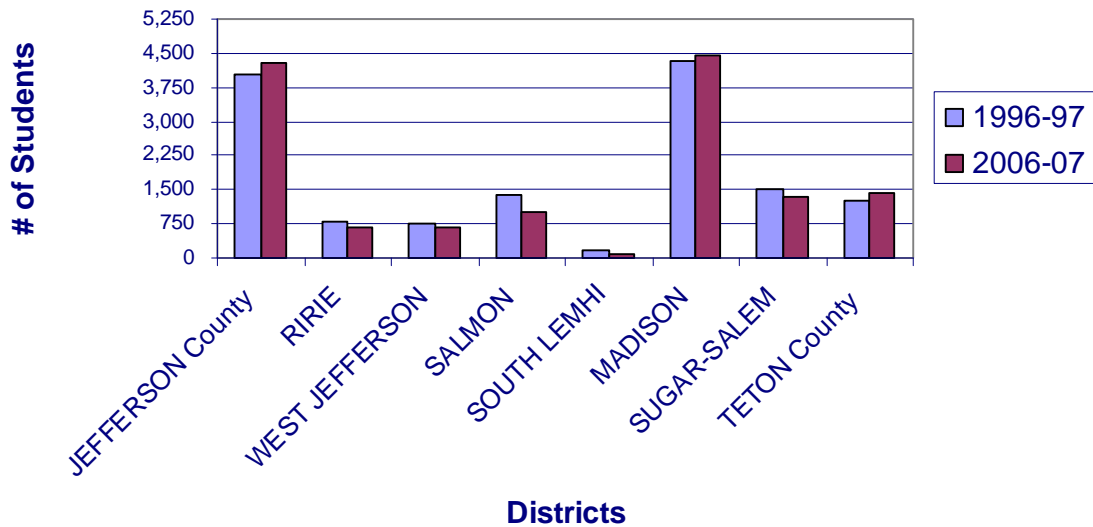


Figure 26 – b

D. NUMBER OF CERTIFICATED EDUCATORS EMPLOYED STATEWIDE

Figure 27 shows the number of FTE (full-time equivalent) teachers for the last five years. The numbers come from the *Annual Statistical Report 2005-2006*.

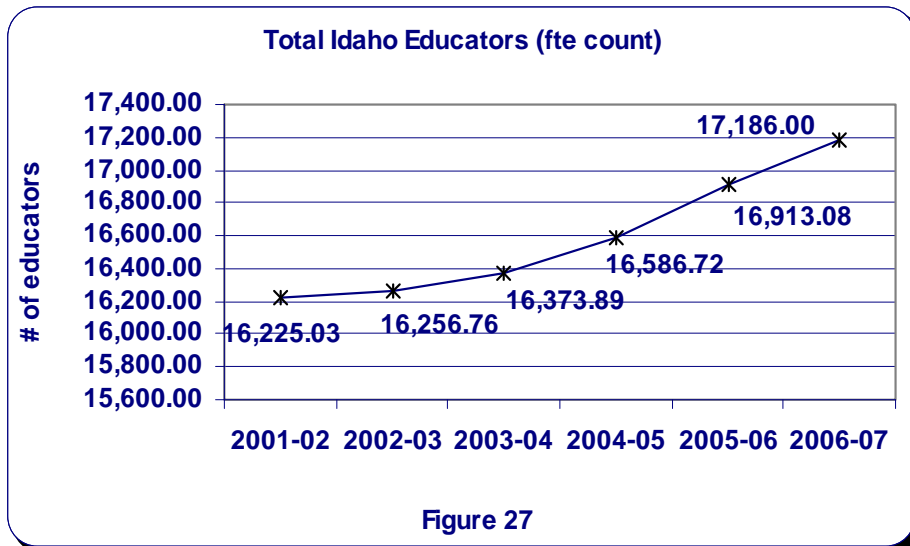


Figure 27

III. NON-TRADITIONAL CERTIFICATION IN IDAHO

When staffing vacancies occur for which qualified applicants with appropriate credentialing cannot be found, there are alternative avenues that districts can use to solve their hiring dilemmas. The alternatives are:

- Letters of Authorization
- Consultant Specialists
- Approved Misassignments

On July 1, 2006, the above alternative avenues to Idaho certification were eliminated and new ones were put in their place. They are:

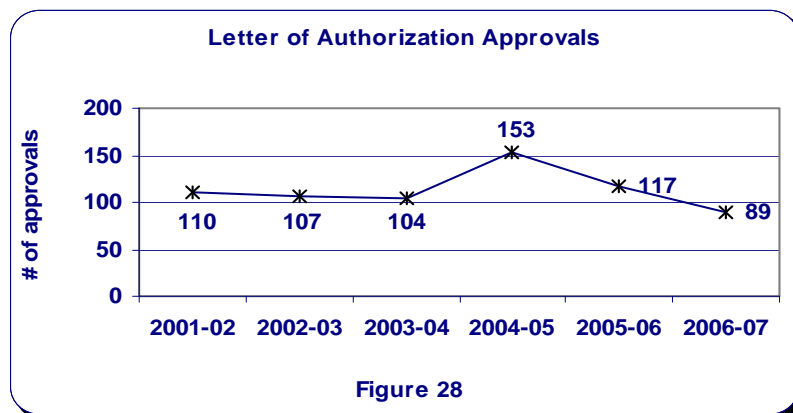
- Teacher to New Certification
- Content Specialist
- Provisional Authorization
- ABCTE (American Board for Certification of Teacher Excellence)

If certain conditions can be met, these alternative pathways to traditional certification allow districts to hire individuals who don't have appropriate certification. Each of these options has its own set of requirements before it can be granted. Under appropriate circumstances they give districts the ability to solve difficult staffing problems.

The consistent difficulty in filling positions in special education and related fields has prompted the Bureau of Special Education in the Idaho State Department of Education to look at ways to develop a larger pool of candidates for these positions. They are exploring avenues to encourage educators to enter the special education field and for ways to retain those currently in special education positions.

A. LETTERS OF AUTHORIZATION

Individuals who are being considered for a Letter of Authorization **must** at least hold a bachelor's degree from an accredited university. Often these people are already holders of an education credential of some kind but not for the area in which the district wants to assign them. Also, they are often already working to fulfill the requirements necessary for the certification they are seeking. Requests for Letters of Authorization come from school districts and not the individuals. The Professional Standards Commission reviews them, and, if deemed worthy, receive final approval. The number of requests for Letters of Authorization that have been approved for the last five years is shown in **Figure 28**.



The three positions most often requested for Letter of Authorization approval during the 2005-2006 school year were, in rank order (number granted in parentheses):

1. Standard Exceptional Child – Generalist (66)
2. Early Childhood/Early Childhood Spec. Education (07)
3. Pupil Personnel Services – School Counselor (07)

The growth in the total number of Letters of Authorization from 1997 to 2006 can be attributed to two factors. One is the federal requirement that a plan for obtaining the appropriate certificate must be in place, especially in the area of special education and related services, before districts can receive any federal funding for that particular position. Another factor is due to the encouragement that the Office of Teacher Certification/Professional Standards has given to districts to utilize this method of alternative certification rather than the Consultant Specialist approval.

Please note that Idaho is still reporting 89 individuals who received a Letter of Authorization. This is a continuation for those who received a Letter of Authorization prior to July 1, 2006, and are still forging ahead to complete the approved Letter of Authorization.

B. TEACHER TO NEW CERTIFICATION

Teacher to New Certification has replaced the Letter of Authorization as the alternative route a teacher and district may choose to add a needed certificate or endorsement. This alternative authorization allows the district to request a certificated individual to work in an area (s)he is not certificated or endorsed in to teach. A candidate must work with an accredited college or university to develop a plan that will allow the individual to meet the necessary course work and assessment that is required for the requested certificate or endorsement.

Once the overall plan is completed, it must be submitted to the Professional Standards Commission to receive final approval. This approval is valid for three years, but must be reviewed annually by the Professional Standards Commission to ensure adequate progress is being made. If adequate progress is not being made the approval may be rescinded.

Figure 29 (next page) displays the first year number for individuals receiving the Teacher to New Certification approval. This individual may be considered “highly qualified” under the “No Child Left Behind” statute.

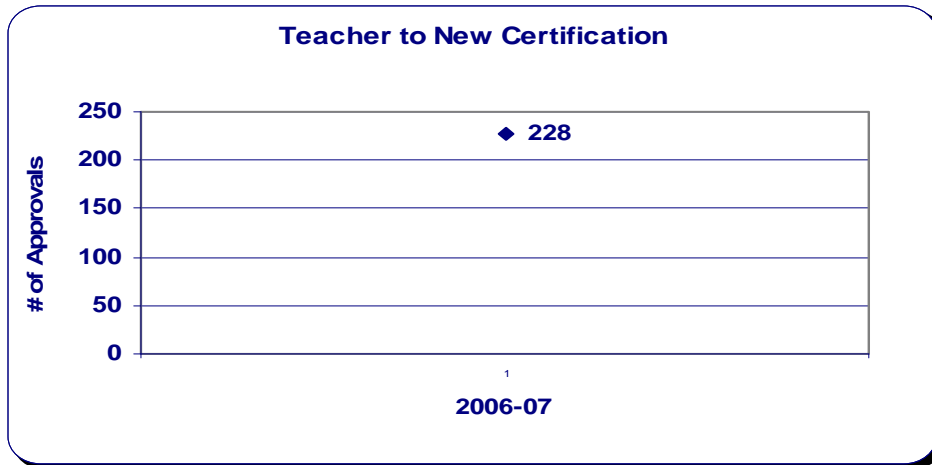


Figure 29

Of the 228 individuals who received the Teacher to New Certification, 101 received it for the Standard Exceptional Child certificate - Generalist K-12 endorsement. The next highest category was for the Early Childhood/Early Childhood Special Education Blended certificate – Birth to Grade 3 endorsement, 22 approvals. The next three in descending order are: Mathematics, Gifted and Talented, and Counselor.

C. CONTENT SPECIALIST

This alternative authorization is intended to “offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area (IDAPA 08.02.02.044).” The approval is for three years and is non-renewable. The individual must hold a bachelor’s degree, complete eight to sixteen weeks of accelerated study in education pedagogy and meet or exceed the qualifying score(s) on a Praxis II assessment(s) for the requested area prior to entering the classroom. This individual must also develop, in conjunction with a consortium (college/university, district, and themselves), a plan on how to meet Idaho’s standards for the requested certificate and endorsement.

Figure 30 displays the 2006-07 number for Content Specialist.

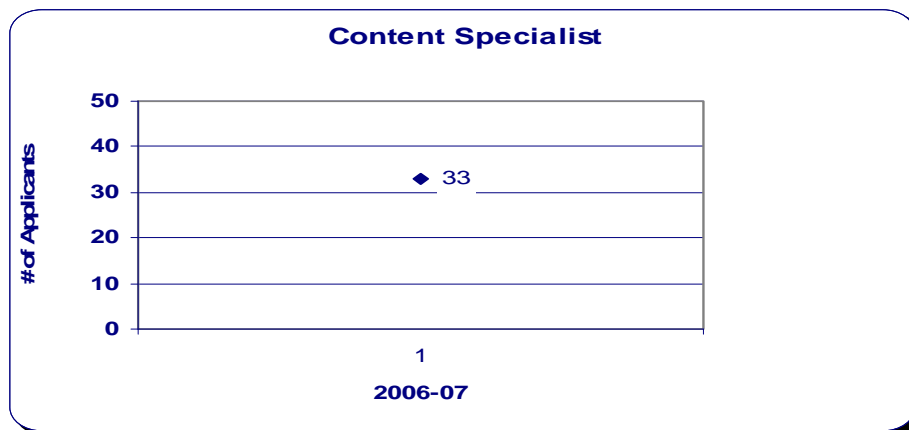


Figure 30

All individuals who receive this authorization are seeking secondary certification and are considered “highly qualified” according to “No Child Left Behind.”

D. PROVISIONAL AUTHORIZATIONS

A Provisional Authorization is issued to a district only and not the individual. It is a one-year only authorization. It is meant to be used for an emergency when a district cannot fill a position or has lost a certificated individual in mid-year. It is not intended to be used as normal hiring practice. **Figure 31** represents those individuals who received a Provisional Authorization.

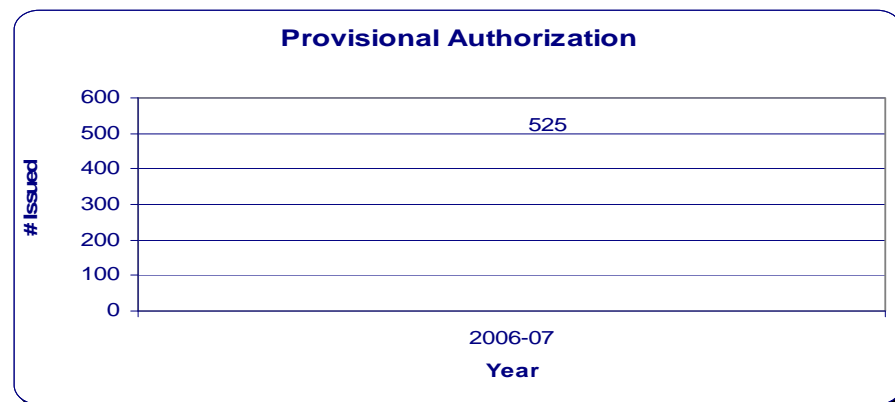


Figure 31

E. COMPUTER BASED ALTERNATIVE ROUTE - ABCTE (American Board for Certification of Teacher Excellence)

This alternative route was approved by the Idaho State Board of Education in 2004. To use this route an individual must complete the ABCTE process and then apply for certification in Idaho. Board rule requires the individual to receive a three-year, non-renewable interim certificate. Upon completion of the required two years of mentoring, the candidate may apply for and receive a standard teaching certificate. This route may also be used to add a certificate and/or endorsement(s) to a certificated individual's Idaho credential.

Figure 32 represents the number of individuals who have received Idaho certification base upon the ABCTE certificate.

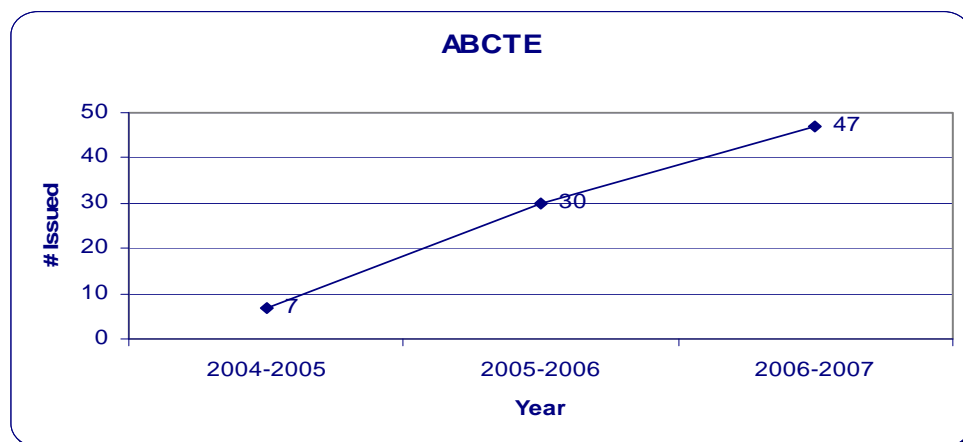


Figure 32

IV.SUMMARY

A. EDUCATORS FOR IDAHO'S SCHOOLS

Several factors have developed over the last couple of years that have the potential to impose a negative impact on Idaho's supply of teachers. Such things as increased costs, additional state and federal requirements for certification, public demand for more accountability, and the growth of home schooling and "virtual" schools are a few of the issues that may provide barriers for young people wanting to become teachers and teachers who may want to come to Idaho from other states.

Idaho's economy improved during the last couple of years allowing the State legislature to increase the minimum salary for all beginning teachers to \$31,000. State Superintendent Tom Luna was able to persuade the 2007 Legislature to add another 3% increase to current teachers' salaries. However, many of the costs of becoming a teacher have continued to rise. Colleges/universities continue to raise student fees in order to maintain a quality program for preparing teachers (and other professions). The fees attached to the fingerprinting requirements, the cost of taking the Idaho Comprehensive Literacy Course, the charge for taking the PRAXIS II content area tests, and the rise in certification fees are all additional expenses that weren't incurred by prospective teachers as recently as three years ago.

The new federal requirements found in the "No Child Left Behind" legislation will require many teachers to take additional course work or pass Praxis II assessments in order to obtain and/or maintain their "highly qualified" status. The State of Idaho is looking at the whole arena of teacher certification including a tiered-certification system, middle school certification or endorsement, implementation of a mentoring program, revamping the requirements for certificate renewals, and alternative forms of certification. Idaho is also moving towards true reciprocity with all states by accepting their content tests and/or assessments, allowing highly qualified teachers from other states to move more effortlessly into teaching positions within the state.

All of these factors have developed within the last few years. While each factor by itself may not be enough to deter someone from wanting to become a teacher or from wanting to come to Idaho to teach, if taken as a group of circumstances, they may create an atmosphere that is less than inviting. When viewed through the perspective of the potential loss of many existing teachers who will be retiring, they do present warning signs about possible teacher shortages for which educators and policy makers need to be alert and plan ahead.

B. POINTS TO PONDER

Attracting and retaining quality educators in Idaho may become more of an issue in the next few years. Some of the numbers included in this report would seem to indicate that we are already beginning to see the first signs of a major teacher shortage. Some points that will need to be considered as policy makers develop future strategies for recruitment and retention of teachers are:

- Shortages in certain subject areas remain relatively constant;
- Shortages in special education and related service areas continue to grow;
- Turnover rates appear to be dropping;
- Idaho's existing educator pool continues to increase in age;

- Idaho's public school population is shifting to the western and northern sections of the State;
- The student population continues to grow; and,
- Alternative routes to certification are recognized as an effective avenue to certification for the non-traditional candidate.

C. A FINAL NOTE

This report is not intended to be a definitive predictor of social and educational trends. It is more a snapshot of what exists at a certain point in time. If viewed over several years, though, it can give some clues as to developing patterns pertaining to the supply and demand of educators for Idaho's educational work force.

V. TABLES OF STATISTICAL DATA

Table 1-A																		
Vacancies by Subject Area																		
Subject Area	Number of Vacancies*						Number of Applicants						Avg # of Applicants per Vacancy					
	2001 - 2007						2001 - 2006						2001 - 2006					
Year	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Early Child-Sp Ed Blended	24	26	31	40	34	36	33	74	90	114	165	99	1.38	2.85	2.90	2.85	4.85	2.75
Standard Elementary Tchr	512	546	586	763	900	605	1,606	2,929	2,999	3,022	3,517	2,977	3.14	5.36	5.12	3.96	3.91	4.90
Secondary Teaching Certificate																		
Ag Sci & Tech	14	4	10	6	16	15	48	21	27	29	25	36	3.43	5.25	2.7	4.83	1.56	2.40
Amer. Governement/Political Sci	-	-	-	-	-	6	-	-	-	-	-	33	-	-	-	-	0.00	5.50
Art	20	22	20	28	28	17	56	72	112	144	111	136	2.80	3.27	5.60	5.14	3.96	8.00
Bilingual	-	-	-	-	-	1	-	-	-	-	-	2	-	-	-	-	-	2.00
Biological Science	26	41	38	43	35	31	90	213	198	233	240	180	3.46	5.20	5.21	5.42	6.86	5.90
Business Ed	23	20	32	39	35	27	62	80	138	184	171	137	2.70	4.00	4.31	4.72	4.89	5.00
Chemistry	-	-	-	-	-	5	-	-	-	-	-	58	-	-	-	-	-	12.90
Coomunications	-	-	-	-	-	6	-	-	-	-	-	18	-	-	-	-	-	3.00
Earth Science	19	19	18	33	34	21	88	90	155	141	151	120	4.63	4.74	8.61	4.27	4.44	5.90
Economics	-	-	-	-	-	3	-	-	-	-	-	126	-	-	-	-	-	4.20
English	86	135	137	157	169	111	326	589	692	712	676	634	3.79	4.36	5.05	4.54	4.00	5.70
English as a New Language (ESL)	18	36	34	41	43	28	37	113	109	127	147	122	-	3.14	3.21	3.10	3.42	4.40
Family/Consumer Sci	12	17	19	16	30	20	35	86	71	55	104	64	2.92	5.06	3.74	3.44	3.47	3.20
Foreign Language	22	35	40	42	57	27	45	153	172	202	230	126	2.05	4.37	4.30	4.81	4.04	4.80
Geography	-	-	-	-	-	3	-	-	-	-	-	3	-	-	-	-	-	1.00
Gifted & Talented	-	-	-	-	-	4	-	-	-	-	-	10	-	-	-	-	-	2.90
Health	-	-	-	-	-	4	-	-	-	-	-	159	-	-	-	-	-	39.80
History	-	-	-	-	-	11	-	-	-	-	-	203	-	-	-	-	-	19.30
Math (Standard or Basic)	67	101	100	138	150	432	193	319	420	476	527	432	2.88	3.16	4.20	3.45	3.51	4.20
Media Generalist	13	9	14	18	12	13	47	30	30	44	38	43	3.62	3.33	2.14	2.44	3.17	3.40
Music	46	55	64	71	42	47	125	142	216	307	152	177	2.72	2.58	3.38	4.32	3.62	3.80

Physical Education	34	41	59	86	77	29	162	305	456	575	446	353	4.76	7.44	7.73	6.69	5.79	12.10
Physical Science	19	29	30	39	42	27	108	140	200	144	221	124	5.68	4.83	6.67	3.69	5.26	4.70
Reading	19	30	52	42	45	28	67	90	242	130	102	40	3.53	3.00	4.65	3.10	2.27	1.40
Social Studies	49	58	95	105	89	52	230	486	971	664	937	528	4.69	8.38	10.22	6.32	10.53	10.20
Sociology/Anthropolgy	-	-	-	-	-	6	-	-	-	-	-	6	-	-	-	-	-	1.00
Speech/Drama	10	15	20	29	27	3	17	47	74	94	145	30	1.70	3.13	3.70	3.24	5.37	10.00
Tech Ed (Industrial Arts)	21	20	17	33	28	21	41	71	60	96	73	59	1.95	3.55	3.529	2.91	2.61	2.80
Standard Excep Child (Teacher)																		
Generalist	166	204	199	306	223	156	263	445	414	384	514	339	1.58	2.18	2.08	1.25	2.30	2.20
Hearing Impaired	-	-	-	-	-	3	-	-	-	-	-	4	-	-	-	-		7.50
Visually Impaired	-	-	-	-	-	-	-	-	-	-	-	3	-	-	-	-		
Pupil Personnel Services Cert																		
Audiology	-	-	-	-	-	2	-	-	-	-	-	5	-	-	-	-		2.50
School Counselor	66	73	73	84	95	57	150	388	248	304	339	284	2.27	5.32	3.40	3.62	3.57	5.00
School Nurse	16	15	22	14	17	14	36	40	58	75	33	31	2.25	2.67	2.64	5.36	1.94	2.30
School Social Worker	8	3	6	5	7	3	9	12	21	29	23	18	1.13	4.00	3.50	5.80	3.29	6.00
School Psychologist	17	13	17	17	22	13	31	62	37	45	77	41	1.82	4.77	2.18	2.65	3.50	3.20
Spch/Lang Pathology	30	35	35	33	39	23	37	46	40	37	49	28	1.23	1.31	1.14	1.12	1.26	1.20
Administrative Certificate																		
Principal (Elem or Sec)	57	58	56	88	76	87	416	593	612	736	830	641	7.30	10.22	10.93	8.36	10.92	7.40
Superintendent/Asst. Supt.	19	22	13	13	16	12	149	151	114	93	97	86	7.84	6.86	8.77	7.15	6.06	7.20
Standard Excep Child (Director)	5	4	9	13	7	17	15	10	38	24	35	62	3.00	2.50	4.22	1.85	5.00	3.60
Others	49	53	52	72	66	34	-	-	-	-	-	22						
Total	951	1,167	1,281	1,611	1,527	2,060	4522	7797	9014	9220	10175	8599						
*numbers have been rounded up to nearest whole number																		

TABLE 1-B						
CERTIFICATED POSITIONS ELIMINATED						
	Number of Positions Eliminated					
Year	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Early Child-Sp Ed		2.00		1.00		
Standard Elementary Teacher	18.00	19.50	107.00	24.00	4.00	1
Ag Sci & Tech		1.00		1.50	1.00	
Art	1.00	1.50	2.00	1.00	1.00	
Biological Science		1.00		1.00	1.00	
Business Ed		2.00	3.00	1.50	1.00	
Earth Science		1.00	1.00	1.00		
English		5.00	6.00	2.00	4.00	1
ESL					3.00	
Family/Consumer Sci	1.00	4.00	1.00	1.00	2.00	1
Foreign Language		1.50	4.00	1.00	1.00	1
History						1
Math			3.00	3.00		
Media Gnrlist	2.00	3.00	1.50	0.50	1.00	3.5
Music	3.00	4.50	3.00	4.00	3.00	
Physical Education		4.00	3.50	1.00	1.00	
Physical Science		3.00	0.50	2.00		1
Reading			1.00		2.00	
Social Studies	1.00	1.00	4.00	3.50	3.00	
Speech/Drama	1.00	1.00	1.00	2.00		
Tech Ed (Industrial Arts)	2.00	1.00	5.00	1.00	3.00	
School Counselor	5.00		5.00	6.50	3.00	2
School Nurse			1.00	1.00		
Schl Social Worker		1.00		1.00		1
School Psychologist	2.00		2.00	2.00	1.00	
Spch/Lang Pathology			1.00	8.00	8.00	1
Standard Exceptional Child (Teacher)		5.50	5.00	1.00	4.00	
Principal (Elem or Sec)	3.00		6.50	3.00	2.00	2
Supt/Ass't Supt	1.00				1.00	2
Standard Exceptional Child (Director)			1.00			
Teacher (Miscellaneous)	1.00	1.00	9.00	8.00	1.00	1
Total	23.00	42.00	70.00	57.50	51.00	18.5

TABLE 1-C									
SOURCES OF APPLICANTS FOR CERTIFICATED VACANCIES									
	TOTAL VACANCIES	EXPERIENCED IN-STATE	EXPERIENCED OUT-OF- STATE	NEW IN- STATE	NEW OUT-OF- STATE	ALTERNATE CERTIFICATION	IN-DISTRICT TRANSFERS	POSITIONS ELIMINATED	TOTAL
Early Child-Sp Ed Blended	36.0	8.0	4.0	9.0	1.0	7.0	4.0		33.0
Standard Elementary Teacher	605.0	186.0	104.0	168.0	66.0	12.0	69.0	1.0	606.0
Secondary Teaching Certificate									
Ag Sci & Tech	15.0	4.0	2.0	5.0	1.0	0.0	2.0	0.0	14.0
American Government/Political Science	6.0	3.0	2.0	0.0	0.0	1.0	0.0	0.0	6.0
Art	17.0	6.0	0.0	3.0	3.0	2.0	3.0	0.0	17.0
Bilingual	1.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0
Biological Science	30.5	8.0	8.0	6.0	2.0	1.0	3.5	0.0	28.5
Business Ed	27.0	11.0	3.0	7.0	0.0	3.0	3.0	0.0	27.0
Chemistry	4.5	0.0	1.0	2.0	1.0	0.5	0.0	0.0	4.5
Communications	6.0	3.0	0.0	2.0	0.0	0.0	0.0	0.0	5.0
Earth Science	20.5	7.5	2.0	4.0	1.0	1.0	4.0	0.0	19.5
Economics	3.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0
English	111.0	37.0	17.0	32.0	8.0	3.0	11.0	1.0	109.0
ENL (ESL)	28.0	5.0	3.0	4.0	6.0	7.0	3.0	0.0	28.0
Family/Consumer Sci	20.0	9.0	3.0	1.0	2.0	3.0	1.0	0.0	19.0
Foreign Language	26.5	6.5	2.0	5.0	3.0	7.0	2.0	1.0	26.5
Gifted & Talented	3.5	1.0	1.0	1.0	0.0	0.5	0.0	0.0	3.5
Health	4.0	1.0	0.0	2.0	0.5	0.0	0.5	0.0	4.0
History	10.5	4.0	1.0	3.0	2.0	0.5	0.0	1.0	11.5
Math	102.0	25.5	17.5	26.0	2.0	12.0	4.0	0.0	87.0
Media Generalist	12.5	2.0	2.0	0.0	0.0	2.0	4.0	3.5	13.5
Music	46.5	15.5	9.0	11.0	7.0	2.0	2.5	0.0	47.0
Physical Education	29.1	7.1	3.0	10.5	1.5	3.0	3.0	0.0	28.1
Physical Science	26.6	5.5	3.5	6.0	0.0	6.0	4.0	1.0	26.0
Reading	28.0	2.0	2.0	1.0	0.0	2.0	13.0	0.0	20.0
Social Studies	51.6	12.1	11.0	13.5	5.0	2.0	9.0	0.0	52.6
Speech/Drama	3.0	1.0	0.0	0.0	1.0	1.0	0.0	0.0	3.0
Tech Ed (Industrial Arts)	21.0	8.0	1.0	3.0	0.0	5.0	3.0	0.0	20.0
Standard Exceptional Child (Teacher)	156.0	44.5	26.5	25.5	7.0	43.5	10.0	0.0	157.0

Pupil Personnel Services Certificate									
Audiology	2.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	1.0
School Counselor	56.8	22.5	5.0	13.0	1.5	4.0	8.8	2.0	56.8
School Nurse	13.5	6.0	0.0	3.0	0.0	3.5	1.0	0.0	13.5
School Psychologist	13.0	8.0	2.0	1.0	0.0	0.0	2.0	0.0	13.0
Schl Social Worker	3.0	2.0	0.0	0.0	0.0	1.0	0.0	1.0	4.0
Spch/Lang Pathology	23.0	7.0	4.0	1.0	1.0	6.0	1.0	1.0	21.0
Administrative Certificate									
Principal (Elem or Sec)	87.2	31.2	12.0	5.0	2.0	0.0	33.5	2.0	85.7
Standard Exceptional Child (Director)	17.0	11.0	0.0	0.0	0.0	1.0	5.0	0.0	17.0
Supt/Ass't Supt	12.0	4.0	3.0	0.0	0.0	2.0	1.0	2.0	12.0
Miscellaneous	33.5	14.0	3.0	3.0	0.0	5.5	2.0	1.0	28.5
TOTAL	1712.3	529.9	257.5	377.5	124.5	151.0	212.8	17.5	1670.7

TABLE 1-D										
AGE LEVELS OF CERTIFICATED STAFF										
Age Categories	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	#	%	#	%	#	%	#	%	#	%
Under 25	631	3.88	617	3.77	657	3.97	728	4.30	772	4.49
26-30	1,506	9.25	1,504	9.19	1,485	8.96	1,605	9.50	1681.96	9.79
31-35	1,760	10.83	1,779	10.86	1,876	5.00	1,940	11.47	1949.18	11.34
36-40	1,687	10.38	1,733	10.58	1,826	11.01	1,932	11.42	2058.64	11.97
41-45	2,173	13.37	2,139	13.06	2,057	12.40	2,041	12.06	2051.94	11.94
46-50	2,869	17.65	2,649	16.18	2,581	15.56	2,564	15.16	2539.13	14.78
51-55	3,547	21.82	3,534	21.60	3,400	20.51	3,250	19.22	3060.96	17.82
56-60	1,634	10.05	1,923	11.74	2,107	12.71	2,250	13.30	2379.39	13.84
Over 60	450	2.77	495	3.02	592	3.57	603	3.57	693.29	4.03
Totals	16,257	100.00	16,373	100.00	16,581	93.69	16,913	100.00	17,186	100%
Source: <i>Annual Statistical Report 2005-2006</i>										

TABLE 1-E					
YEARLY CERTIFICATED STAFF TURNOVER					
	TOTAL NUMBER OF CERTIFIED STAFF	MALES	TURNOVER RATE % OF MALES	FEMALES	TURNOVER RATE % OF FEMALES
2006-07	17186	543	27%	1,437	73%
2005-06	16,913	590	31.60%	1,275	68.40%
2004-05	16,587	563	28.33%	1,424	71.67%
2003-04	16,374	553	32.00%	1,174	68.00%
2002-03	16,257	489	30.00%	1141	70.00%
2001-02	16,225	544	31.00%	1,212	69.00%

TABLE 1-F										
REASONS FOR TURNOVER OF CERTIFICATED STAFF										
Reasons for Turnover	2002-03		2003-04		2004-05		2005-06		2006-2007	
	#	%	#	%	#	%	#	%	#	%
Moved to work in another district	188	11.70	286	16.50	357	17.98	367	19.70	453	22.9
Moved to work in another state	162	09.80	140	08.10	136	6.84	184	9.90	191	9.8
Leaving the profession	101	06.10	173	10.00	206	10.37	165	8.80	144	7.4
Leaving to return to school	13	00.90	24	01.30	24	1.21	22	1.20	24	1.4
Leaving due to spouse's transfer	54	03.30	60	03.40	70	3.52	54	2.90	49	2.7
Leaving due to retirement	200	12.20	201	11.60	241	12.13	319	17.10	310	15.7
Leaving due to early retirement	236	14.50	228	13.30	246	12.39	237	12.70	228	11.5
Death	16	01.00	11	00.70	16	0.08	15	1.00	13	0.8
Leave of absence	122	07.50	122	07.10	143	7.20	69	3.70	102	5.3
Others	538	33.00	482	28.00	547	27.54	433	23.00	466	23.53
Totals	1,630	100.00	1,727	100.00	1,986	99.26	1,865	100.00	1980	101.03
Source: <i>Annual Statistical Report (from 2002 to 2006)</i>										
NOTE: The "Other" category includes personal reasons, involuntary terminations, family leave, and contracted services.										

TABLE 1-G
NUMBERS OF GRADUATES FROM
IDAHO TEACHER TRAINING INSTITUTIONS
(actual and projected)

	Projected numbers				
College/University	2007	2008	2009	2010	Totals
Albertson College of Idaho	52	31	29	18	130
Boise State University	268	248	248	248	1012
BYU - Idaho	810	875	1068	1790	4543
Idaho State University	265	39	1	see note below	305
Lewis-Clark State College	57	77	84	84	302
Northwest Nazarene University	86	118	98	120	422
University of Idaho	360	370	359	370	1,459
Totals	1,898	1,758	1,887	2,630	8,173

*Idaho State University did not report the number of projected graduates for the 2008-09 nor the 2009-10 school years.

TABLE 1-H				
PROJECTED # OF IDAHO GRADUATES by SUBJECT AREA				
		The number of Education graduates projected to enter the work force in each year for each subject or job area.		
Subject Area	2007	2008	2009	2010
Early Child-Special Ed Blended Cert				
ECE/ECSE Blended Teacher	88	89	98	162
Standard Elementary Certificate				
Elementary Teacher	490	421	94	425
Standard Secondary Certificate				
Ag Sci & Technology	10	14	14	15
American Government/Political Sci	22	14	15	9
Art	57	11	9	9
Bilingual	11	6	6	8
Biological Science	30	24	32	37
Business Ed	6	8	8	8
Chemistry	14	7	11	11
Communications	3	6	3	4
Drama	0	0	0	0
Earth Science	21	17	23	10
Economics	2	3	4	4
English	104	124	140	148
ENL (ESL)	13	10	10	12
Fmly/Cnsumr Sci (home ec)	31	33	31	72
Foreign Language	59	63	69	130
Geography	10	6	6	5
Gifted & Talented	0	0	0	0
Health	78	88	92	147
History	88	99	111	137
Humanities	1	0	0	0
Journalism	5	8	5	3
Marketing Education	0	0	0	0
Math (Standard or Basic)	59	53	73	88
Media Generalist	0	2	2	2
Music	72	66	91	156
Natural Science	9	11	7	8
Physical Education	168	94	92	133
Physical Science	6	5	4	4
Physics	8	5	8	5
Psychology	0	0	0	0
Reading	31	44	45	46
Social Studies	56	58	55	39
Sociology/Anthropolgy	1	0	1	0
Speech/Drama	22	53	55	158
Tech Ed (Industrial Arts)	17	15	16	17

Standard Exceptional Child (Teacher)				
Generalist	63	59	59	59
Hearing Impaired	0	0	0	0
Visually Impaired	0	0	0	0
Pupil Personnel Services Certificate				
Audiology	1	0	0	0
School Counselor	38	45	45	45
School Nurse	0	0	0	0
School Social Worker	0	0	0	0
School Psychologist	18	16	8	16
Spch/Lang Pathology	0	0	0	0
Administrative Certificate				
Principal (Elem or Second)	112	10	95	95
Standard Exceptional Child (Director)	3	5	4	4
Supt/Ass't Supt	33	20	15	20
Other				
Miscellaneous	72	133	140	159
Total	1,354	1,235	1,404	1,823

TABLE 1-I						
APPROVED LETTERS OF AUTHORIZATION						
(by subject or job area)						
Subject Area	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Early Child - Early Child Sp. Ed						
Early Child--Special Ed*	7		1	2		5
Early Child Blended*		5	7	11	7	6
Standard Elementary Cert						
Elementary Teacher	4	3	5	2	3	1
Standard Secondary Cert						
Ag Sci & Technology						
Art						
Biological Science						
Business Ed		1		4	3	3
Communications						3
Consumer Economics				1		
Earth Science						
Ed Media Generalist	1		2	3	5	1
English	4	3	1	1		1
English as a new Language (ESL)		2	2	4	4	1
Fmly/Cnsumr Sci (home ec)						
Foreign Language	3					
Gifted/Talented					6	
Health	1					
History						

Math	4	2	1	2		
Music	2	3				
Natural Science	2	3	2			
Physical Education	1	3	2			
Physical Science						
Reading	2	1	2	2	1	1
Social Studies	4	5	3	2		
Speech/Drama	5	2		2	2	
Tech Ed (Industrial Arts)		1				
Standard Exception Child Cert						
Spec Ed Teacher	47	53	63	91	67	51
Visually Impaired						1
Pupil Personnel Services Cert						
School Counselor	12	9	3	4	7	5
School Nurse						
School Psychologist	1	3	2	3	2	1
Schl Social Worker						
Speech/Lang Pathologist	6	4	4	5	3	1
Administrative Certificate						
Principal (Elem or Second)	2	3	3	3	5	5
Supervisor of Spec Ed				1	1	
Spec Ed Director			1	4		1
Supt/Ass't Supt	1	1		1	1	2
Other						
Teacher (Miscellaneous)				5		
	109	107	104	153	117	89
<p>*Prior to July 1, 2002, Early Childhood and Early Childhood-Special Education were separate endorsements that could be attached to either the Standard Elementary certificate or the Standard Exceptional Child certificate. Effective July 1, 2002, the Early Childhood/Early Childhood--Special Education certificate was instituted.</p> <p>! Since July 1, 2006 the L.O.A. was sunseted with Teacher to New Certification replacing it. Since there were commitments made the State Department of Education is going to work with those who are still on valid L.O.A.s.</p>						

TABLE 1-J						
APPROVED CONSULTANT SPECIALISTS						
(by subject or job area)						
Subject Area	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Early Child-Special Ed Blended Cert						
Early Child-Special Ed	13	17	22	23	28	17
Standard Elementary Certificate						
Elementary Teacher	27	28	26	36	53	52
Standard Secondary Certificate						
Ag Sci & Technology	2	0	1	2	3	1
American Government/Political Sci						2
Art	9	8	6	8	7	6
Bilingual						3
Biological Science	1	2	0	2	3	3
Business Ed	4	5	5	5	4	4
Chemistry						4
Communications						21
Computer Applications						4
Drama						8
Earth Science	0	2	0	1	3	5
Economics						4
Ed Media Generalist	7	3	4	5	2	4
English	9	10	17	21	30	32
English as a new Language (ESL)	8	8	5	13	21	17
Fmly/Cnsumr Sci (home ec)	3	4	4	2	5	6
Foreign Language	12	13	15	12	15	15
Geography						2
Gifted/Talented				27	24	15
Health	0	3	1	2	4	8
History	0	1	0	0	2	4
Humanities						1
Math	11	12	16	19	32	43
Music	20	13	15	24	20	19
Natural Science	0	5	4	5	15	19
Physical Education	10	12	10	22	17	28
Physics	0	2	0	0	0	1
Physical Science	0	0	0	2	8	9
Psychology						2
Reading	6	4	2	5	3	10
Social Studies	4	10	4	8	5	11
Sociology						1
Speech/Drama	9	3	5	13	8	
Tech Ed (Industrial Arts)	3	5	8	7	11	4
Standard Exceptional Child Cert						
Spec Ed Teacher	44	53	52	61	50	67
Visually Impaired						1

Consulting Teacher						1
Pupil Personnel Services Cert						
School Counselor	34	24	23	20	21	18
School Nurse	14	3	3	3	5	
School Psychologist	7	2	2	4	8	7
School Social Worker						3
Spch/Lang Pathology	14	9	12	11	11	13
Administrative Certificate						
Principal (Elem or Second)	6	5	6	14	15	6
Spec Ed Director	0	0	0	5	0	6
Supt/Ass't Supt	5	5	3	6	7	6
Other						
Director						
Teacher (Miscellaneous)	50	42	31	27	46	16
	332	313	302	415	486	529
* The Provisional Authorization (PA) has replaced the Consultant Specialist as the emergency authorization. The PA is good for only one year and can not be renewed.						

TABLE 1-K	
APPROVED CONTENT SPECIALIST (by subject or job area)	
Subject Area	2006-2007 *
Early Child-Special Ed Blended Cert	
Early Child-Special Ed	22
Standard Elementary Certificate	
Elementary Teacher	7
Standard Secondary Certificate	
Ag Sci & Technology	
American Government/Political Sci	
Art	
Bilingual	1
Biological Science	1
Business Ed	3
Chemistry	
Communications	3
Drama	
Earth Science	1
Economics	1
Ed Media Generalist	2
English	3
English as a new Language (ESL)	4
Fmly/Cnsumr Sci (home ec)	
Foreign Language	3
Geography	
Gifted/Talented	12

Health	2
History	
Humanities	
Math	13
Music	2
Natural Science	3
Physical Education	4
Physics	1
Physical Science	
Psychology	
Reading	3
Social Studies	5
Sociology	
Speech/Drama	
Tech Ed (Industrial Arts)	
Standard Exceptional Child Cert	
Spec Ed Teacher	101
Visually Impaired	1
Consulting Teacher	
Pupil Personnel Services Cert	
School Counselor	10
School Nurse	
School Psychologist	1
School Social Worker	
Spch/Lang Pathology	8
Administrative Certificate	
Principal (Elem or Second)	5
Spec Ed Director	2
Supt/Ass't Supt	2
Other	
Director	2
Teacher (Miscellaneous)	
TOTAL	228
This is a new Alternate Route to certification. Went into effect on July 1, 2006.	

Table 1-L

IDAHO DEPARTMENT OF EDUCATION											
HISTORICAL FALL ENROLLMENT BY SCHOOL DISTRICT FOR IDAHO PUBLIC SCHOOLS											
FALL ENROLLMENT											
#	SCHOOL DISTRICT	Percentage of increase and decrease from 2005 – 06 to 2006-07	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000- 01	1996-97	
Region 1											
041	ST. MARIES	-0.44%	1,131	1,136	1,102	1,112	1,139	1,132	1,156	1,328	
044	PLUMMER/WORLEY	-7.54%	478	517	514	530	518	529	551	554	
083	WEST BONNER CO,	1.03%	1,572	1,556	1,548	1,580	1,533	1,515	1,545	Was #82	
084	LAKE PEND OREILLE	-1.97%	4,073	4,155	4,098	4,076	4,130	4,108	4,061	Was #82	
101	BOUNDARY CO.	0.38%	1,604	1,598	1,573	1,569	1,648	1,633	1,623	1,784	
271	COEUR D'ALENE	2.90%	10,646	10,346	10,096	9,781	9,501	9,326	9,423	8,653	
272	LAKELAND	-0.20%	4,485	4,494	4,332	4,189	4,146	4,168	4,060	3,667	
273	POST FALLS	1.34%	5,290	5,220	5,062	4,944	4,841	4,629	4,527	4,125	
274	KOOTENAI	-9.34%	262	289	282	288	279	288	296	312	
391	KELLOGG	-0.22%	1,391	1,394	1,421	1,421	1,386	1,411	1,458	1,611	
392	MULLAN	0.00%	126	126	139	131	145	158	165	183	
393	WALLACE	2.19%	561	549	555	602	599	614	681	812	
394	AVERY	14.29%	16	14	19	24	29	26	22	32	
Total			31,635								23,061
Region 2											
171	OROFINO	-4.89%	1,303	1,370	1,377	1,390	1,414	1,419	1,453	1,752	
172	ELK RIVER									0	
241	GRANGEVILLE	-1.27%	1,326	1,343	1,389	1,460	1,520	1,561	1,658	2,088	
242	COTTONWOOD	-3.45%	420	435	437	440	481	496	506	549	
281	MOSCOW	-0.97%	2,542	2,567	2,564	2,551	2,575	2,554	2,584	2,728	
282	GENESEE	-3.43%	310	321	314	327	326	341	327	327	
283	KENDRICK	-1.31%	302	306	328	340	339	343	348	409	
285	POTLATCH	-3.86%	498	518	556	567	550	585	609	658	
286	WHITEPINE		Split 287 & 288	Split 287 & 288	Split 287 & 288	Split 287 & 288	Split 287 & 288	Split 287 & 288	609	685	
287	TROY	-3.63%	319	331	321	327	308	317	Was #286	Was #286	
288	WHITEPINE	18.12%	1,447	1,225	873	272	280	286	Was #286	Was #286	
302	NEZPERCE	3.21%	161	156	170	182	186	207	217	225	

304	KAMIAH	0.56%	535	532	538	510	553	585	605	685
305	HIGHLAND	2.91%	212	206	224	228	245	237	249	298
340	LEWISTON	-1.18%	5,015	5,075	5,044	5,010	5,091	5,048	5,117	5,151
341	LAPWAI	6.38%	550	517	533	560	519	535	546	542
342	CULDESAC	-3.82%	151	157	199	199	207	213	216	248
Total			15,091							16,345
Region 3										
001	BOISE	-0.55%	25,662	25,805	26,268	26,211	26,381	26,778	26,700	26,898
002	MERIDIAN	5.54%	32,277	30,582	28,655	26,987	26,114	25,226	23,946	19,624
003	KUNA	9.42%	4,310	3,939	3,867	3,612	3,315	3,141	2,951	2,564
011	MEADOWS VALLEY	4.02%	207	199	193	207	180	179	182	236
013	COUNCIL	-4.71%	283	297	304	312	342	333	340	412
071	GARDEN VALLEY	-11.64%	243	275	281	290	304	320	315	312
072	BASIN	-1.29%	459	465	467	492	472	459	439	518
073	HORSESHOE BEND	-2.63%	333	342	314	308	307	318	308	300
131	NAMPA	4.98%	14,749	14,050	13,538	13,437	12,715	12,115	11,444	9,144
132	CALDWELL	5.75%	6,401	6,053	5,971	5,926	5,885	5,665	5,755	5,122
133	WILDER	-5.93%	444	472	465	483	546	536	549	526
134	MIDDLETON	3.95%	2,921	2,810	2,623	2,451	2,375	2,285	2,196	2,013
135	NOTUS	0.33%	306	305	300	307	333	334	337	394
136	MELBA	7.08%	756	706	673	702	690	713	702	677
137	PARMA	3.44%	1,082	1,046	1,016	1,025	1,034	1,054	1,035	989
139	VALLIVUE	11.64%	6,198	5,552	5,062	4,691	4,092	3,888	3,598	3,229
191	PRAIRIE ELEM.	25.00%	5	4	3	5	5	5	5	10
192	GLENNS FERRY	-3.95%	510	531	541	584	610	605	627	722
193	MOUNTAIN HOME	2.92%	4,127	4,010	4,095	4,454	4,487	4,561	4,514	4,390
221	EMMETT	-1.45%	2,925	2,968	3,042	2,996	2,928	2,980	3,018	2,980
363	MARSING	0.61%	823	818	791	749	765	759	738	704
364	PLEASANT VALLEY	-10.00%	18	20	26	24	19	19	26	31
365	BRUNEAU GR-VIEW	0.00%	448	448	468	479	504	526	524	624
370	HOMEDALE	-0.16%	1,281	1,283	1,313	1,323	1,260	1,284	1,268	1,261
371	PAYETTE	1.28%	1,820	1,797	1,795	1,851	1,883	1,923	1,982	2,003
372	NEW PLYMOUTH	-1.84%	907	924	919	961	986	950	934	977
373	FRUITLAND	4.16%	1,752	1,682	1,587	1,558	1,524	1,502	1,449	1,316
421	McCALL DONNELLY	0.93%	1,084	1,074	1,012	949	985	986	1,009	1,216
422	CASCADE	-0.52%	379	381	359	360	369	347	405	437

431	WEISER	2.26%	1,672	1,635	1,649	1,620	1,631	1,640	1,658	1,652
432	CAMBRIDGE	-8.38%	153	167	170	167	179	193	209	299
433	MIDVALE	0.80%	126	125	142	127	134	128	114	132
Total			114,661							91,712
Region 4										
061	BLAINE CO.	-2.10%	3,175	3,243	3,188	3,155	3,103	3,053	3,015	2,823
121	CAMAS CO.	0.63%	159	158	174	163	158	163	179	207
151	CASSIA CO.	0.02%	5,059	5,058	4,947	5,002	4,996	5,104	5,127	5,404
231	GOODING	-2.01%	1,318	1,345	1,321	1,307	1,255	1,262	1,314	1,290
232	WENDELL	0.18%	1,120	1,118	1,104	1,101	1,044	1,008	1,017	1,103
233	HAGERMAN	3.71%	419	404	408	410	413	386	392	414
234	BLISS	-8.60%	170	186	187	194	180	174	169	189
261	JEROME	3.55%	3,354	3,239	3,287	3,069	3,028	3,087	3,102	3,161
262	VALLEY	2.27%	676	661	670	632	629	653	693	725
312	SHOSHONE	1.93%	580	569	502	487	526	499	480	452
314	DIETRICH	8.24%	197	182	166	185	194	198	191	214
316	RICHFIELD	-5.93%	222	236	212	211	204	197	200	204
331	MINIDOKA CO.	-1.09%	4,067	4,112	4,123	4,247	4,338	4,369	4,482	5,214
411	TWIN FALLS	0.59%	7,336	7,293	7,020	7,052	7,029	6,869	6,841	7,242
412	BUHL	-0.15%	1,326	1,328	1,306	1,312	1,345	1,384	1,439	1,551
413	FILER	3.23%	1,405	1,361	1,325	1,316	1,326	1,319	1,313	1,303
414	KIMBERLY	2.16%	1,369	1,340	1,327	1,279	1,285	1,281	1,237	1,264
415	HANSEN	3.94%	422	406	383	373	374	389	421	389
416	THREE CREEK	0.00%	4	4	6	10	8	15	18	9
417	CASTLEFORD	-1.97%	299	305	325	338	355	337	354	347
418	MURTAUGH	0.00%	229	229	236	222	229	233	275	309
Total			32,906							33,814
Region 5										
021	MARSH VALLEY	-1.32%	1,275	1,292	1,351	1,363	1,421	1,471	1,537	1,679
025	POCATELLO	-0.42%	12,015	12,066	11,979	12,111	11,944	12,370	12,135	13,529
033	BEAR LAKE	-2.96%	1,213	1,250	1,305	1,357	1,419	1,501	1,568	1,853
052	SNAKE RIVER	-4.78%	1,892	1,987	2,018	2,042	2,079	2,052	2,133	2,425
055	BLACKFOOT	-0.66%	4,228	4,256	4,263	4,163	4,138	4,197	4,268	4,573
059	FIRTH	-2.11%	787	804	830	893	941	922	949	1,062
060	SHELLEY	2.71%	2,157	2,100	2,084	2,048	1,990	1,971	2,051	2,293
058	ABERDEEN	-6.37%	838	895	844	859	907	934	938	978

148	GRACE	-3.73%	464	482	510	515	522	547	549	622
149	NORTH GEM	-5.00%	190	200	200	196	184	194	207	217
150	SODA SPRINGS	0.54%	930	925	966	1,000	1,028	1,060	1,099	1,269
201	PRESTON	-0.12%	2,497	2,500	2,451	2,445	2,449	2,393	2,453	2,335
202	WEST SIDE	1.26%	562	555	580	561	577	569	560	613
351	ONEIDA	-2.56%	874	897	902	880	919	940	966	1,017
381	AMERICAN FALLS	-0.13%	1,572	1,574	1,617	1,619	1,640	1,648	1,673	1,764
382	ROCKLAND	-5.44%	139	147	144	143	147	156	176	162
383	ARBON ELEM.	12.50%	9	8	7	8	10	14	18	16
Total			31,642							36,407
Region 6										
091	IDAHO FALLS	0.19%	10,217	10,198	10,248	10,385	10,520	10,648	10,767	11,125
092	SWAN VALLEY	0.00%	64	64	59	60	58	55	63	71
093	BONNEVILLE	3.59%	9,004	8,692	8,292	7,997	7,672	7,568	7,691	7,783
111	BUTTE County	-2.69%	507	521	521	2,409	1,510	535	584	656
161	CLARK County	0.43%	235	234	239	223	220	229	237	251
181	CHALLIS	3.13%	462	448	461	509	520	558	595	700
182	MACKAY	-5.67%	233	247	228	221	246	258	277	287
215	FREMONT County	-0.93%	2,339	2,361	2,395	2,390	2,369	2,363	2,414	2,649
251	JEFFERSON County	3.81%	4,281	4,124	3,987	3,956	3,971	3,965	3,988	4,051
252	RIRIE	-4.08%	658	686	689	670	702	710	699	780
253	WEST JEFFERSON	-0.75%	661	666	688	690	680	654	675	773
291	SALMON	-0.49%	1,022	1,027	1,060	1,077	1,112	1,134	1,165	1,371
292	SOUTH LEMHI	-7.22%	90	97	111	125	130	129	160	165
321	MADISON	3.86%	4,472	4,306	4,263	4,131	4,112	4,016	3,993	4,323
322	SUGAR-SALEM	2.75%	1,343	1,307	1,336	1,296	1,288	1,305	1,314	1,514
401	TETON County	0.64%	1,412	1,403	1,420	1,372	1,374	1,353	1,327	1,243
Total			83,889							91,070

TABLE 1-N					
LIST OF IDAHO SCHOOL DISTRICTS					
#	District Name	#	District Name	#	District Name
1	Boise SD	181	Challis Joint SD	331	Minidoka County Joint SD
2	Meridian Joint SD	182	Mackay Joint SD	340	Lewiston SD
3	Kuna Joint SD	191	Prairie Elem. SD	341	Lapwai SD
11	Meadows Valley SD	192	Glenns Ferry Joint SD	342	Culdesac Joint SD
13	Council SD	193	Mountain Home SD	351	Oneida County SD
21	Marsh Valley Joint SD	201	Preston Joint SD	363	Marsing Joint SD
25	Pocatello SD	202	West Side Joint SD	364	Pleasant Valley Elem SD
33	Bear Lake Co. SD	215	Fremont County Joint SD	365	Bruneau-Grand View Joint SD
41	St. Maries Joint SD	221	Emmett SD	370	Homedale Joint SD
44	Plummer/Worley Joint SD	231	Gooding Joint SD	371	Payette Joint SD
52	Snake River SD	232	Wendell SD	372	New Plymouth SD
55	Blackfoot SD	233	Hagerman Joint SD	373	Fruitland SD
58	Aberdeen SD	234	Bliss Joint SD	381	American Falls Joint SD
59	Firth SD	242	Cottonwood Joint SD	382	Rockland SD
60	Shelley Joint SD	243	Salmon River SD	383	Arbon Elem SD
61	Blaine County SD	244	Mtn. View SD	391	Kellogg Joint SD
71	Garden Valley SD	251	Jefferson County Joint SD	392	Mullan SD
72	Basin SD	252	Ririe Joint SD	393	Wallace SD
73	Horseshoe Bend SD	253	West Jefferson SD	394	Avery SD
83	West Bonner County SD	261	Jerome Joint SD	401	Teton County SD
84	Lake Pend Orielle SD	262	Valley SD	411	Twin Falls SD
91	Idaho Falls SD	271	Coeur d'Alene SD	412	Buhl Joint SD
92	Swan Valley Elem SD	272	Lakeland Joint SD	413	Filer SD
93	Bonneville Joint SD	273	Post Falls SD	414	Kimberly SD
101	Boundary County SD	274	Kootenai Joint SD	415	Hansen SD
111	Butte County Joint SD	281	Moscow SD	416	Three Fork Joint Elem SD
121	Camas County SD	282	Genesee Joint SD	417	Castleford Joint SD
131	Nampa SD	283	Kendrick Joint SD	418	Murtaugh Joint SD
132	Caldwell SD	285	Potlatch SD	421	McCall-Donnelly Joint SD
133	Wilder SD	287	Troy SD	422	Cascade SD
134	Middleton SD	288	Whitepine Joint SD	431	Weiser SD
135	Notus SD	291	Salmon SD	432	Cambridge Joint SD
136	Melba Joint SD	292	South Lemhi SD	433	Midvale SD
137	Parma SD	302	Nezperce Joint SD	PLUS	
139	Vallivue SD	304	Kamiah Joint SD	535	Coeur d'Alene Tribal School
148	Grace Joint SD	305	Highland Joint SD	537	Shoshone-Bannock Tribal School
149	North Gem SD	312	Shoshone Joint SD		
150	Soda Springs Joint SD	314	Dietrich SD		
151	Cassia County Joint SD	316	Richfield SD		
161	Clark County Joint SD	321	Madison SD		
171	Orofino Joint SD	322	Sugar-Salem Joint SD		

Idaho's Charter Schools			
Academy at Roosevelt Center		Idaho Leadership Academy	Sandpoint Charter School
ANSER Charter School		Idaho Virtual Academy	Taylor Crossing Pub Chart Schl
ARTEC Charter School		Inspire Virtual Charter Schl	Thomas Jefferson Charter Schl
Blackfoot Comm Lrng Center		Liberty Charter School	Upper Carman Public Charter
Coeur d'Alene Chrtr Acad		Meridian Charter High Schl	Victory Charter School
Compass Public Charter Schl		Meridian Medical Arts Chrtr	Vision Public C. S. of Middleton
Falcon Ridge Public Charter		Moscow Charter School	White Pine Charter School
Garden City Community School		North Star Charter School	
Hidden Springs Charter Schl		Pocatello Comm Chrtr Schl	
Idaho Arts Charter School		Richard McKenna Chrtr Schl	
Idaho Distance Education Acad		Rolling Hills Public Charter	